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ABSTRACT

Workshop sessions of the 1989 conference of the California Association for the Gifted are listed and most are abstracted, with the presenters' names and addresses included. The 146 workshop topics address teaching techniques and curricula in the arts, sciences, social sciences, mathematics, economics, and literature and a variety of aspects of education for the gifted and talented at all levels of elementary and secondary education. (MSE)

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CALIFORNIA ASSOCIATION FOR THE GIFTED
27TH ANNUAL CONFERENCE, SAN DIEGO, CA

CONFERENCE ABSTRACTS: WORKSHOP SESSIONS

1989 CONFERENCE

CALIFORNIA ASSOCIATION FOR THE GIFTED

Welcome to the 1989 CAG conference. The abstract booklet was designed to assist participants in two ways: 1.) to provide more information about a workshop session and 2.) to encourage participants to contact experts throughout the state for information, workshops, or local conferences. The conference sessions are listed alphabetically by title. It is the hope of the CAG conference committee that this will be a useful tool both at the conference and throughout the year.

"A" AS IN "ART" - NOT JUST "ACADEMICS!"

Peggy Flores, GATE Teacher, Poway Unified School District

8268 Torero Place, San Diego, CA 92126

This workshop will present simple and varied art projects and ideas that can be integrated into your GATE curriculum. Strategies given will help promote creativity and self-expression in your classroom which can bring multiple benefits to both you and your students.

Displays and demonstrations will illustrate ways to "jazz up" your classroom environment, and information on how to set up your own "art gallery" will be shared.

The workshop will culminate with distribution of a packet of material which will contain a variety of art projects to enhance your GATE program.

A PROPOSED ENRICHMENT MATRIX FOR GIFTED CHILDREN

Abraham Tannenbaum, Professor Emeritus, Education, Teachers College, Columbia University

Box 223, Teachers College, Columbia University, New York, NY 10027

The matrix for enriching the education of the gifted is derived from a clearly posited definition of giftedness, an inventory of factors affecting its development, and concern about the kinds of outcomes expected from a special school experience. This paradigm is designed to nurture two types of gifted children: 1) potential producers of ideas, writings, inventions, or works of art; and 2) potential performers on stage or of special services to fellow humans. Its content is built around the conventional school curriculum--plus suggested supplemental content areas and interdisciplinary studies--but redesigned to fit the needs of producers (not just consumers) of knowledge and performers (not just appreciators) of rare individual feats. Specifically, content adjustments include telescoping the general course of study in order to provide additional time for 1) expanding basic skills to include those needed by producers and performers; 2) augmenting the general curriculum with related, in-depth studies; 3) enabling teachers to share their own cultural passions with the students; 4) providing meaningful off-campus experiences tailored to the special skills of each student; 5) teaching higher-level thinking skills in the context of every content area; and 6) alerting children to the personal and social values at stake in fulfilling potential giftedness.

A QUALITY THINKING SKILLS PROGRAM INCORPORATES SEVERAL METHODOLOGIES

Dr. Diane Watanabe, Consultant, Los Angeles County Office of Education
Richard D. Sholseth, Consultant, Los Angeles County Office of Education

9300 E. Imperial Highway, Downey, CA 90242

Specific skills from different thinking skills programs will be compared. These programs vary in their strategies and formats, and any one program most likely will not serve all needs. A quality thinking skills program may incorporate several available offerings, e.g., CoRT, Tactics for Thinking, Project Impact, and Instrumental Enrichment. Examples will be shared from each of the preceding programs.

Attendees will review the factors which comprise a quality thinking skills program, and participate in sample lessons.

A SEARCH FOR EXCELLENCE

Panel - Recipients of John Hopkins University CTY Teacher Awards
Kathleen Pommer
Eleanor Bernstein
John Grossberg
Donna Judd
Grace Houseur
Michelle Martin
David Meyer
Mary Menacho
Claire Ryan-Ratfield
Margo Sorenson

21702 Regal Way, El Toro, CA 92630

With generous funding from the SDB Foundation in Fallbrook, California, The Johns Hopkins University Center for the Advancement of Academically Talented Youth (CTY) is carrying out a remarkable recognition and professional advancement program for teachers of students with great academic ability. Upon nomination by their students, teachers are recognized in one of four awards ceremonies held throughout the State. Then fifteen are selected to attend a seminar on the educational reform movement at the regular summer CTY session in Claremont, California. All expenses, including travel, are paid for the participants who also receive a $700 honorarium. In this session, a panel of SDB Fellows from the summer of 1988 will discuss their selection, the seminar, and the effects of the experience on their professional lives.

ADD MATH AND MULTIPLY STUDENT ENTHUSIASM !

Aimee Smolik, Teacher/Mentor, Covina Unified School District
Debby Hodgson, Teacher/Mentor, Covina Unified School District
Maria Alexander, Teacher/Mentor, Colfax Elementary School District

Covina Valley Unified School District, 519 E. Badillo, Covina, CA 91723

As the State of California develops new curriculum fuidelines for each subject that is taught, teachers find it more and more challenging to meet the needs of students as well as the demands of the State Department of Education. Increasingly we find that integrating all subjects throughout the curriculum is not just a "buzz word" but a necessity.

Our workshop will provide participants with a variety of teacher-created math activities to be used in subject areas other than math. In literature for example, we will provide a list of books recommended by teachers that reinforce or introduce math concepts.

Social Studies and Science are other curriculum areas in which math can be easily integrated. Bulletin boards and activities that use math concepts will be given to participants.

This workshop is intended for teachers who may or may not feel that math is their strong area but are interested in "adding math and multiplying student enthusiasm".

ADDRESSING EQUITY FOR UNDERSERVED GIFTED POPULATIONS - BLACK AND HISPANIC STUDENTS: A DISTRICT PLAN

Sheila H. Smith, Coordinator, Loa Angeles Unified School District
Sylvia Dean, Specialist, Psychological Services Branch, Los Angeles Unified School District
Judd Perrine, Advisor, Los Angeles Unified School District

1320 W. Third Street, Los Angeles, CA 90017

No abstract available

ALICE IN WONDERLAND - A LITERATURE BASED UNIT OF STUDY

Leni John, Teacher, San Diego Unified School District

5404 Bragg St., San Diego, CA 92122

The current California framework has stated that the language arts programs in secondary schools should be literature based for all areas of study. Participants in this workshop will be able to explore the creation of a literature based unit with an opportunity to see literature study, writing activities, grammar reinforcement and enrichment activities. Student created projects will be displayed along with excerpts from the unit. Video taping activities as well as research topics related to the literature study are included in the presentation. Student creation of test questions for literature units will also be presented.

ALIGNING THE GATE PROGRAM WITH THE CORE CURRICULUM: ONE DISTRICT'S APPROACH

Dana Reupert, GATE Curriculum Assistant, Riverside Unified School District

3380 14th Street, Riverside, CA 92501

This session will present the K-6 GATE Curriculum Framework and the Administrative Guidelines recently developed in Riverside Unified School District. Based on the District Courses of Study in the content areas, seven components will be utilized to enrich, supplement, accelerate and compact the core program. These seven components are: content adjustment, higher order thinking skills, instructional strategies, social and affective development, learner outcome, multiple intelligences, and integration.

Participants will be provided with information that demonstrates and illustrates the use of this elementary GATE curriculum framework and administrative guide.

AMERICA ... IN PROSE AND POETRY

Sally Owen, Teacher, Standley Junior High School, San Diego Unified School District

6298 Radcliffe Drive, San Diego, CA 92122

Workshop participants will be involved in a multi-media presentation visualizing the study of America through the uses of literature, poetry, drama, and other fine arts. Writing activities will be emphasized to include personal historical fiction, What If? situations, incidents, and scripts. An activities-based curriculum will be stressed to include simulations of real or hypothetical events. A packet of handouts will include lesson plans, a handbook for teaching poetry, an editing guide for writing, readers theatre and drama scripts, software suggestions for computer-learning games, suggestions for use of video tapes, bibliographies for student texts, student and teacher supplementary books, suggestions for ordering posters, simulations, and art and music resources, and units on cartooning and propaganda.

THE AMERICAN DREAM RESEARCH WORKSHOP

Vernon Bell, Department Leader and Honors English Teacher

1844 Kent Drive, Bakersfield, CA, 93306

Basically, the unit centers around the theme, "The American Dream". The students first must define the concept of the American Dream. After reading the Declaration of Independence, the Bill of Rights, and literary illustrations, the student can define with reasonable accuracy -- the dream.

In the research paper, I have assigned each student a minority, ie., Blacks, Indians, Women, Mexican-American, etc.. They have been charged with the responsibility of redefining the "American Dream" as it relates to their particular minority. After submitting their written research paper, they will do an oral report focusing on the progress made by all who came to America. It is an interesting unit and the bottom line is to give the students an opportunity to do a college type research paper. Probably more important, it will help them formulate an opinion on a highly controversial issue in America.

ART AND COGNITION

Chris Cenci, Teacher, Montebello Unified School District
Kathy Klein, Teacher, Montebello Unified School District

Montebello Unified School District, Montebello, CA 90640

This workshop will deal with the issue of how to structure and analyze art without damaging - instead enhancing - the individual's self-confidence about, and approach to, art. The Sensory Elements acting as criteria for ways to view all art have begun to be touted as "allowing healthy criticism" of the Masters as well as a healthy criticism of one's own endeavors; the Getty program supports risking creativity in a safe environment. These sensory skills can then be utilized, not only in rational/thinking terms, but can also, be applied to a relaxed, freeing endeavor wherein the individual does his/her own creating. Thus, they become built-in guidelines but pose no threat.

Both hands-on activities and discussion will be utilized to support the processes promoted by the Getty Education Program and the integrative processes of Betty Edwards. The relevance to the Gifted classroom will be demonstrated and a hand-out will be provided.

ART APPRECIATION TO MEET THE CHALLENGES OF THE CHANGING CENTURIES

Carol Borjeson, GATE Chairperson, Resource Teacher, Mt. Diablo Unified School District

264 Fernwood, Maraga, CA 94556

The purpose of this program is to provide aesthetic experiences for students to meet the challenges of the changing twentieth century and to meet their needs as they live beyond 2001. Arts, attitudes, values and personality characteristics are developed which contribute to the quality of living.

The program presents various artists (Van Gogh, Hicks, Rousseau, etc.) and styles (Expressionism, Realism, Cubism, etc.) through the use of art reproductions. After interpretation and discussion, the students participate in a directed art lesson meeting the style and essence of the art reproduction presented.

Students learn aesthetic education, visual perception, spatial awareness, visual and verbal symbols, historical change and self-identification

THE ARTISTICALLY GIFTED AND TALENTED STUDENTS IN CALIFORNIA -- HOW ARE THEIR EDUCATIONAL NEEDS BEING MET?

Ann Bechtel, Teacher/Consultant, Bonita School District

732 Pinehurst Dr., Pasadena, CA

No abstract available

BARRIERS TO SUCCESS: BRAIN AND BEHAVIOR

Madeleine Brandli, Parent/Consultant, Irvine Unified School District

19015 Croyden Terrace, Irvine, CA 92715

Recent neuroscience and developmental neuropsychology research offers new insights for understanding why some bright students experience great difficulty academically, emotionally and socially, and often fail to reach their potential. Current theories of brain organization and function will be presented in this session, with emphasis on the relationships between cerebral laterality, handedness, gender, immune disease, thyroid disorder, and learning difficulties in the gifted population. Early recognition of potential difficulties and active involvement of parents, educators, counselors, and administrators in partnership with students can help prevent potentially serious problems. Checklists for risk identification and developmental status will be discussed, along with various strategies for intervention. Background information, research bibliography, recommended books and other resource information will be available in a handout for workshop attendees.

BATTLE OF THE SEXES

Frances Martine, M.A., Resource Specialist, Folsom Cordova Unified School District
Deanne Quinn, M.A., GATE Teacher, Folsom Cordova Unified School District

Folsom Cordova Unified School District
1456 Neptune Way, Sacramento, CA, 95864

Everything in our culture from advertising to proverbs inundates us in looking for differences between the sexes. As women strive for equal opportunity in education, athletics, and employment, both men and women are experiencing stress and turmoil as roles begin to shift and allow men stronger roles as nurturers in families and women greater involvement in the ethics of the workplace. Early research into moral development done by Laurence Kohlberg, was based on the works of Piaget and Eriksen. Kohlberg's "Stages of Moral Development" provide a framework by which one can identify the developmental process that he claims is universal. In the 1970's Carol Gilligan, who was one of Kohlberg's doctoral students, hypothesized that Kohlberg's stages may not be applicable for women; Gilligan claimed that because women are raised as nurturers ethical behavior is not a matter or right or wrong, black or white, but, in fact, ethical decisions were a result of weighing "all the shades of gray". We'll share these theories with you, as well as the application in the classroom and in the family.

BRIDGING THE CURRICULUM WITH LITERATURE FOR GATE STUDENTS

Elaine Tenney, Teacher, Porterville Elementary District
Lynn Smith, Teacher, Porterville Elementary District

1076 N. Beverly, Porterville, CA 93257

Pack up your historical novel for reading, and your slate for writing. We'll gather our sticks and stones along the way to do our math. Let there be no boundaries in the minds of children in showing the recreations of their travels through the medium of art, crafts, science and more. This session will share ways in asking the right questions and searching for new answers. Cooperative learning groups are the key. So pack your wagon or set your sails and be ready to take these skills into your favorite world of books. You'll take home a special treasure to get you started!

BUILDING A GATE CURRICULUM USING THE HISTORY SOCIAL SCIENCE FRAMEWORK

Jeanne Dahlin, Social Science Coordinator, San Diego County Office of Education

6401 Linda Vista Road, San Diego, CA 92111-7399

An overview of the new History Social Science Framework will be presented. The Framework strands and course descriptions will be highlighted. Content and appropriate teaching methods for GATE students will be shared. Examples of social science lessons for GATE classes will be presented.

CELEBRATION OF LEARNING - PAINLESS ACADEMIC EXCELLENCE... PLUS!

Sharon Russell, District Consultant, Las Virgenes Unified School District
Claudia Spelman, Coordinator, GATE Programs, Conejo Unified School District
Kathy King, Director of Student Activities and Student Services, Oak Park School District

4029 N. Las Virgenes Rd., Calabasas, CA 91302

A sure-fire way to promote academic excellence for the middle school student. This multi-school and business community activity day showcases individual student abilities in math, science, social science, writing and the arts while allowing the students new experiences in alternative areas. District and business community members become equal advocates celebrating education.

COMBINED: AT LAST THE COGNITIVE AND BEHAVIOR-SOCIAL DIMENSIONS OF THE STRUCTURE OF THE INTELLECT

Robert Meeker, Psychologist

Box D, Vida, Oregon 97488

Social behavior and cognitive behavior represent two sides of a coin.

The Guilford model and theory definitively separated the behavioral and the cognitive abilities. The measurement of social behavior known as character has become increasing important to educators.

Because programs to interface with social behavior, ethics and character have not been the province of public schools, the resolution of responsibilities has led educators to face management and discipline problems dealing with social intelligence.

Our entree into measurement of and programs for managing social behavior has been through careers. Using an adjective comparison questionnaire we have combined the self-report responses with potential career options based on cognitive abilities. This session demonstrates how this is done through computer analyses.

THE COMPUTER: A LANGUAGE ARTS TEACHING TOOL

Janet King, GATE Coordinator, Computer Specialist, Twin Hills Union School District
Marge Hoctor, Supervisor, Media and Technology Services, Garden Grove Unified School District

302 Enero, Newport Beach, CA 92660

The focus of this workshop is the use of the computer in the areas of language arts and problem solving. Lessons plans will be presented and demonstrated which are designed specifically for use with gifted learners.

Language Arts Courseware
There are three activities on this disk that are particularly appropriate for use with gifted youngsters. REVERSE and WORD SWAP are games that require students to develop a strategy to restore a group of letters/words to alphabetical order. Excellent for teaching the skill of problem solving. FOTOFLASH is an excellent tool for memory training; flashed numbers must be reproduced on screen. All have various levels of difficulty.

Magic Slate
A lesson for one day or up to two weeks, the product of which is a Poetry Book. After a study of great poets and unique styles of writing, poems are written on Magic Slate utilizing various formats and justifications. Can be used in a self-contained GATE class, a pull-out program, or in a heterogeneous class.

COMPUTER PROGRAMMING FOR PROBLEM SOLVING: NONGRAPHIC LOGO

David P. Krossen, Asst. Headmaster, Polytechnic School

3081 Oneida St., Pasadena, CA 91107

A purpose for teaching young people to program a computer is to reinforce effective strategies for mathematical problem solving. The programming experience has, inherently, a number of attributes in common with the experience of solving nonroutine mathematical problems: both require advance planning, selection and precise implementation of procedural steps, thorough testing for accuracy and completeness, review and correction of faulty plans or implementations, and recognizing that an algorithm developed to solve one problem may become a tool for solving a more complex problem in the future. The Logo programming language is particularly suited to this purpose; its" turtle graphics" component is very accessible for young children, and its nongraphic capability is an appropriate extension for older learners.

This session explains how Logo's recursive structure can be used as a model for developing and reinforcing general problem solving strategies. The author will demonstrate a unique planning device, the D-chart, and will illustrate its applicability to several problem situations. Some background in Logo programming will be assumed.

COOPERATIVE LEARNING: THE INTERACT WAY

Paul DeKock, Teacher, Interact
Dave Yount, Teacher, President, Interact

P.O. Box 997, Lakeside, CA 92040

No abstract available

DECISIONS! DECISIONS! ACTIVITIES TO TEACH DECISION MAKING

Lee Thompson, Consultant, Los Angeles County Office of Education
Roberta Gleeson, State Project Director, Constitutional Rights Foundation

9300 E. Imperial Hwy., Downey, CA 90242

People are all constantly making decisions. Each day we make decisions about what to wear, what to eat, what to do at school, what to do in our spare time. Less often we make decisions about which offers to take, which car to buy, where to go on vacation. While these decisions sometimes frustrate us, we are also fortunate to be able to make many of them in the first place.

But what is it, this thing we do all the time? There are many definitions of decision-making. For the purpose of this conference section, we begin with a falsely simple definition -- decision-making is the rational act of specifying actions or events from among two or more alternatives.

The session emphasizes materials and activities to give teachers a means of using motivating and concrete strategies to help students become better decision-makers. Participants will participate in actual activities and be provided a packet of materials.

DEFENSIBLE CURRICULAR STRATEGIES FOR GATE STUDENTS: A FRAMEWORK

Dr. David P. Hermanson, Administrator GATE Program, San Diego Unified School District
Elinor S. McKinney, Educational Consultant

4100 Normal St., Room 2014, San Diego, CA 92103

As schools change to meet society's shifting needs, they must reflect changes in the nature of knowledge. These shifts require important changes in several areas. The curriculum, the nature of instruction, the roles of educational personnel, and the integration of the community all must be adapted if schools are to catch up and keep pace with the transition from the industrial into the information age.

Gifted and Talented Education programs have often served as bellwethers of educational change by acting as laboratories for experimenting with strategies which, when modified, can work for regular classrooms. Current suggestions for restructuring schools include those practices which have traditionally been used in the best of GATE programs.

Restructuring GATE programs to reflect societal changes requires transformations, just as in all programs, in our ways of approaching curriculum, instruction, educator roles, and community integration. Our planning must address the following:

- o the changing nature and structure of knowledge from linear and hierarchical to open, interlocking, inter connected systems
- o the need for a greater variety and flexibility of instructional methods and styles to meet the varying needs of an increasingly diverse student population
- o the needs for a greater focus on the teacher as instructional manager/facilitator, self-concept developer, developer/user of technology, and manager of change
- o use of community resources and resource persons as catalysts for breakthroughs to new and innovative curriculum

Planning a program for gifted and talented students in these contexts necessitates a cohesive, articulated framework which is flexible enough to respond as the goals of education and the delivery systems for educating students change. The San Diego City Schools' GATE Curriculum Framework is a reference document which provides schools, administrators, teachers, and parents with a framework of ideas from which to select and with a collaborative process for combining all the necessary elements to produce the most effective program.

THE DEVELOPING COGNITIVE ABILITIES TEST

Dr. Brenda Mitchell, American Testronics

15130 Brookhurst Street #208, Westminister, CA 92683

No abstract available

DEVELOPING CRITICAL THINKING THROUGH SATIRE

Paul Rooney, Teacher, San DIego Unified School District

6298 Radcliffe Dr., San Diego, CA 92122

No abstract available

DEVELOPING GIFTED POTENTIAL

Rosa Perez, GATE Curriculum Resource Teacher, San Diego Unified School District

Room 2014, 4100 Normal St., San Diego, CA 92103

In line with the district's commitment to providing equal access for all qualified students to all programs, the GATE department implemented the Nurturing Gifted Potential Project in the spring of 1986. The project provides developmental support to foster strong growth toward the successful maturity of the GATE program in ten elementary schools with newly established GATE centers. The implementation plan for this project has involved the efforts of all site staff members as well as GATE central staff, with support services by the GATE consultant, psychologists, and resource teachers designed to meet the particular needs of each site. Goals provide focus for these activities: 1) Establishment at each site of follow through process which includes a planning team tailored to the site's staffing and student population. 2) Establishment of site staff peer support system for implementation of the classroom strategies. 3) Involvement of parents in site planning teams, regional parent education opportunities and the nurturing process.

DEVELOPING POLICIES AND PROCEDURES FOR GIFTED/TALENTED PROGRAMS

Sandra Kaplan, Associate Director leadership Training Institute for the Gifted and Talented, Los Angeles, CA
Marge Hoctor, Supervisor Media and Technology Services, Garden Grove Unified School District

23684 Schoenborn Street, Canoga Park, CA 91304

A set of policies and procedures are guidelines that can facilitate the formal development and implementation of an educational program. Most gifted/talented programs have attempted to serve gifted/talented students without the insurances that enable these programs to be institutionalized or perceived as an integral part of the TOTAL educational program.

Basically, the structuring of a set of policies and procedures could provide a district with regulatory responses to issues such as identification, homework policy, grading practices, teacher selection and training, etc. A handbook to aid educators and parents in discussions of the value of policies and to draft possible policies and procedures has been developed by CAG; for information, contact the CAG office.

DEVELOPING SELF-ESTEEM IN THE CLASSROOM

Susanna Palomares, Magic Circle Publishing Co.

P.O. Box 1577, Spring Valley, CA 92077

No abstract available

DISCOVER UNIVERSITY: LEARNING HOW WE LEARN

Martha Kaufeldt, GATE Coordinator, Santa Cruz City Schools
Ann Ross, Teacher/Consultant
Robert Ellingsen, Teacher/Consultant

P.O. Box 20455, Village of Oak Creek, AZ 86341

Classrooms of the 21st Century must be built on a foundation of solid research into how the human brain learns. DISCOVER University is a series of "courses" and activities that will assist children to discover how their brain functions, how learning takes place, as well as about their own personality preferences and learning styles.

The student activities are based on research and models developed by Maria Montessori, Leslie Hart, Susan Kovalik, Howard Gardner, Thomas Armstrong, and others.

One of the courses focuses on "Taking Care of Your Brain", to look at how nutrition and the environment can alter your ability to learn. The final course is designed to empower students to become life-long learners.

The DISCOVER U program is a flexible course of study to be used in seminar classes or integrated into regular classroom curriculum. The contents of the course can be beneficial to all children at a variety of grade levels.

DRAMA AND COGNITION

Bryan Rifkind, Consultant

1145 Noe St., San Francisco, CA 94114

No abstract available

"DRAWING TO MIND": A POWERFUL THINKING AND WRITING TOOL THROUGHOUT THE CURRICULUM

Jon Pearson, Consultant/Teacher

P.O. Box 25367, Los Angeles, CA 90025

This session is a demonstration of how children think as they draw -- what blocks and what frees their thinking and how the often frustrating drawing process can be transformed into a powerful, life-long thinking and writing tool. Most students divide early on into "class artist" and "can't draw". Drawing is seen narrowly as making pictures rather than generating ideas. Mr. Pearson shows how you can use humor and drawing to speed, clarify, and stretch thinking.

Through additive drawing processes, cooperative talking-listening processes, word-picture interactive processes, special ways of converting mistakes into inventions, rapid questioning techniques and more, the presenter models how drawing can vitalize oral and written language and foster cooperative and integrative learning -- and how you "even if you can't draw a straight line" can use drawing to develop vivid, flexible thinking throughout the curriculum.

EDUCATION FOR EMPOWERMENT: CRITICAL THINKING SKILLS FOR THE CULTURALLY DIFFERENT CHILD

Mary Bacon, Director, Pupil Personnel Services, Palo Alto Unified School District

25 Churchill Ave., Palo Alto, CA 94306

Critical thinking skills instruction has been an important aspect of the education of the gifted and talented for decades. Most often, these instructional practices were reserved for high-achieving students who were seen as sufficiently capable of success with and stimulated by tasks involving complex problem solving. All too often, the under-achieving gifted and talented spent a significant amount of instructional time in activities which were relatively remedial in nature and focused on the acquisition of basic skills and information which were seen as lacking. This workshop addresses the teaching of critical thinking skills for the non-traditional gifted and talented student, not from the perspective of a deficit model, but based upon the strengths which these young people bring to the instructional process.

The role of critical thinking and problem solving interventions as the primary focus of the instructional process for gifted students at risk will be demonstrated. Participants will have the opportunity to engage in activities which are particularly relevant to this population and strategies for engaging them in the instructional process will be explored.

ELEMENTARY ECONOMICS

Judith Ebner, Teacher, Sierra Canyon Private School

4628 Arriba Drive, Tarzana, CA 91356

The concepts of money and the financial system are of great interest to children, as well as adults. This workshop features useful materials and techniques for teaching these concepts at the upper elementary level. The unit is the result of several years of development and appreciation in both self-contained classes and gifted pull-out classes.

Some of the topics covered are the history of money, the stock market, taxes, supply and demand, banking procedures, profits and loss, earning and spending, and advertising techniques. Inflation is taught in the classroom by holding an auction. Finally, children set up their own businesses using play money and pay profit tax to the government. This stimulates discussion on several interesting dilemmas, such as competition, tax evasion, and fraudulent business practices. Slides will be shown of actual student businesses.

A hand-out will be provided and resources will be on display.

ELIZABETH BISHOP AND MARGARET ALWOOD: TWO PERSPECTIVES ON MODERN POETRY

Jane Schaffer, Teacher English Dept. Head, Grossmont School District

3955 St. James Place, San Diego, CA 92103

Abstract not available

ENCENDIENDO UNA LLAMA: A NATIONAL BILINGUAL GATE MODEL

Daniel Barstow, GATE Director, Hartford CT

5 Cone St., Hartford, CT 06105

No abstract available

ENCOURAGE SCIENTIFIC THINKING IN THE PRIMARY GRADES

Stella Pallas, Author, Educator, Consultant

150 South Beach Blvd. #112, LaHabra, CA 90631

Primary students' fascination and natural curiosity about dinosaurs, birds, insects and plants make science an excellent content area for teaching creative/divergent and critical/evaluative thinking in the higher levels of productive thinking leading to problem solving.

Participants in the workshop will work through lessons based on the theories of Drs. Benjamin Bloom, J. P. Guilford, E. Paul Torrence and others, to make productive thinking effective with students in their classrooms. Lesson plans will be distributed to participants.

Emphasis in the workshop will be on using the higher levels of thinking, (relations, systems, transformations of what one knows and experiences to produce new forms and patterns, as well as implications) and on understanding how learning about and improving our abilitiies in those areas can help improve intellectual powers.

EXTENDING CURRICULUM IN SCIENCE

Claudia Spelman, Coordinator
Scott Seaman, Teacher, Conejo Valley Unified School District

3949 Mayfield Ave., Newbury Park, CA 91320

No abstract available

EXTENDING THE OPTIONS FOR GATE STUDENTS

Dr. David P. Hermanson, GATE Administrator, San Diego Unified School District
Donna Stoner, GATE Library Clerk, Instructional Media Center, San Diego Unified District
Beverly Greco, GATE Curriculum Resource Teacher, San Diego Unified District

Room 2014, 4100 Normal St., San Diego, CA 92103

Part of this session will provide districts with information regarding the functions of the GATE Library Clerk and the use by teachers of the GATE Resource Center. Five resource bulletins distributed to GATE teachers advising them of stimulating and challenging new materials will be shared at the session.

GATE Community Resources provides programs for GATE students through offerings in the Community Resources booklet. Community consultants with special talents and skills provide expertise and experience not readily available in the classroom. Honor Seminars of San Diego, a non-profit corporation, provides outstanding high school students the opportunity, through a series of evening seminars, to interact with community professionals and learn about job opportunities.

To promote academic excellence students participate in three competitions. The Academic Decathlon is a day-long competition where students compete in ten academic events and the Super Quiz, a college-level type contest. Academic League consists of nine weekly competitions. Citizen Bee competitions involve an oral question-and-answer format in which students answer questions on history and current events.

FANCY FOOTWORK WITH FABLES

Mary Helen Taylor, Teacher, Perris Union High School

11476 Sunaire Place, Moreno Valley, CA 92387

This session uses a cooperative learning model to demonstrate the integration of reading, writing, speaking, and listening. The participants will experience a step-by-step process culminating in a completed hands-on illustrated project that uses fable mapping and writing. The process and ideas for this project can be easily adapted to other types of literature and writing.

THE 4R'S OF MODERN EDUCATION... READING, 'RITING, 'RITHMETIC, AND ROCKETS!

Rod Stark, Teacher, Poway Unified School District

9568 HikerHill Road, San Diego, CA

Rockets have fascinated children and adults throughout the ages. Students are drawn to model rocketry like a magnet. With the Challenger accident, students take more time and put more detail into their rockets to insure that the rocket will be safe and have a perfect flight.

Would you like to fly a space shuttle, or SR-71 Blackbird yourself? You can with model rocketry. Come and see ours at this workshop.

Rockets are a great tool to motivate students across the curriculum. This workshop will cover all areas associated with bringing model rockets to your classroom. Students will be present to give their views of the program and show how to assemble a model rocket during the workshop. You will leave this workshop with materials showing how to integrate the rocket program into math, science, reading, and language arts. You will have the chance to see model rockets close up, hold and inspect operating models, and experience the thrill yourself of model rocketry!

FROM PICTURE BOOK TO NOVEL

Jane Slater, Teacher, San Diego Unified School District

3530 Addison, San Diego, CA 92106

Students will gradually work up to writing and binding a mini-novel in a chosen genre.

The unit begins with Ira Sleeps Over, a well known children's picture book about a child spending the night at a friend's house for the first time. Students review plot, setting and character. They learn about layout and design before planning their own children's book based on a childhood experience.

Each day the class begins with a mini lesson about writing and illustrating followed by time for students to work on their books.

After this project and a character study based on Andersen's Fairy Tales, students read a historical fiction novel and through a gradual guided process write their own mini novel. Finally they create a cover and bind their book.

FUNDING YOUR GIFTED PROGRAM

Timothy J. Corcoran, Western Regional Director, Center for the Advancement of Academically Talented Youth

21031 Ventura Blvd. Suite 310, Woodland Hills, CA 91364

No matter how great the gifted program, some one has to pay the bills. This workshop will present ideas, methods, and possible sources for NON PUBLIC funding of gifted programs. Grant proposals to private foundations and ways to research and approach corporations and private individuals will be discussed as well.

The presentation will be made by Mr. Timothy J. Corcoran, Western Regional Director of the Johns Hopkins University Center for the Advancement of Academically Talented Youth (CTY). CTY has been seeking and winning support for its varied programs from private funding sources for more than a decade.

FUN WITH BOOKS: MAKING LITERATURE COME ALIVE

Susan Sweet, Teacher, Huntington Beach

510 Utica, Huntington Beach, CA 92648

No abstract available

GAMES FOR FUN, GROWTH, AND DEVELOPMENT

Frank W. Harris, Games Consultant

2129 Rose St., Berkeley, CA 94709

In my game workshops the participants, by actually playing games and then discussing the value of games and what each game specifically offers, learn how, when, where and why to use games.

Games, as a part of any classroom situation are an especially useful tool in the arsenal of the classroom teacher.

Applying the approach that" laughter should be with, not at," and that "no one should be made to feel inept, inadequate or incompetent in a game situation" teachers learn how to use games to assist their students in developing problem solving, socialization and physical coordination skills.

Further, the use of games creates a favorable learning environment for what follows.

Last, but not least, games relieve stress and tension and enhance student's self esteem.

A good repertoire of games enables teachers to augment their teaching skills in a variety of situations and with diverse student populations.

GATE EVALUATION

Gail Takahata, Administrative Assistant, Evaluation Dept., San Diego City Schools
Dr. Bruce Davis, Senior Program Evaluator

4100 Normal St, San Diego, CA 92103-2682

The purpose of this workshop is to simply and practically present the basic process for evaluating an educational program such as GATE. It is designed for people who have little or no experience in systematic evaluation and few resources to conduct such evaluation. Topics to be discussed include: reasons for evaluating a program; planning an evaluation; collecting, analyzing, and presenting data; and reporting findings. The annual evaluation of the GATE program in San Diego City Schools will be used as a model for demonstrating the evaluation process.

The workshop will also be useful for administrators and teachers in schools undergoing restructuring. With restructuring comes the burden of accountability: Are students better off then before restructuring? Only a systematic evaluation of the educational program can provide the answer.

GATE STUDENTS - A MODEL FOR MODIFYING UNDERACHIEVEMENT

Claudia Spelman

3949 Mayfield Ave., Newbury Park, CA 91320

Research and experience has indicated that many gifted students may not actualize capacities for a variety of reasons. Some gifted students cease to participate in challenging school programs. Others have a hard time keeping a balance of activities. In many instances, students have been able to make better use of abilities when they have been given the opportunity to interact with other young people with similar frustrations and needs in their lives.

GOALS is a special project developed in the Conejo Valley Unified School District which provides an opportunity for GATE students to analyze their own unique abilities, achievement and personal goals. Students meet with a counselor during the school day on a rotating schedule. The same counselor meets with parents in a group setting during selected evenings. School counselors, teachers and administrative staff also meet to share ideas which help to support the gifted student in the attempt to balance academic, social and personal goals with the effects of extraordinary abilities and talents. The aim of Project GOALS is to help the student develop some skills that will effectively aid them in actualizing their potential.

GATE STUDENTS ARE BORN LEADERS: MYTH OR REALITY?

Margaret Gosfield, GATE Coordinator, Ventura Unified School District
Lynn Donlon, Teacher, Ventura Unified School District

120 E. Santa Clara St., Ventura, CA 93001

To educators of the gifted, developing the leadership potential of bright students is an important part of the job. Indeed, it is often cited as a major reason why programs for the gifted should exist. But rarely is specific leadership development incorporated into lesson plans -- especially in academic classes where specific content must be covered during the school year.

The goal of the presentation is to demonstrate how leadership colloquium where students define and illustrate the meaning of leadership, research historical leaders, role play, and even tackle a real school problem, working together to solve it. Students learn to identify the traits and skills of leadership, and methods whereby they can improve those in which they are weak. Most importantly, they are given the opportunity to practice the skills learned.

These activities can be used in any class and at any grade level.

GIFTED AWARENESS, GLOBAL AWARENESS

Anna Marie Roeper, Headmistress Emeritus, City and County School
Rita Hoffman, Gifted and Talented Facilitator, Idaho
Juliana Gansley

40 Binnacle Hill, Oakland, CA 94618

This session will focus on the place of the gifted in the world in which they live. Gifted education has learned much about who the gifted are, their characteristics, needs and developmental phases. Now it is time to shift this focus to gifted children as global thinkers and to the world in which they live and think. The gifted do not live in isolation. They react to the state of the world. They are concerned about the future, about violence, about hunger, about the atom bomb as well as about the beauty and diversity of the globe we live on. This session will cover ways to help them cope emotionally with the problems they are aware of. This session will explore ways in which they may cope cognitively by learning the connections, the interdependency of the world so that they can make sense of the bits and pieces of information that they already have. This session will present strategies and skills which will help them to become adults who are ethically and positively involved in the world around them.

The Global Awareness Committee of the World Organization for the Gifted and of NAGC has developed a newsletter and resources material which will be shared with you.

GIFTED EDUCATION IN THE REGULAR CLASSROOM: FROM SAFETY TO AUTONOMY

Jackie Owen, Teacher, Hemet Unified School District

740 E. Shellie Lane, Hemet, CA 92343

No abstract available

GIFTED SPECIAL POPULATIONS: A PARENT'S GUIDE TO NEGOTIATING THE SYSTEM

Gloria D. Taradash, Project Assistant, New Mexico Association for Gifted Children

New Mexico Association for Gifted Children, 26 Cedar Hill Place, NE, Albequerque, NM 87122

"My child has been identified as gifted and talented -- what do I do now?!!" For parents of children from special populations, entry into the gifted and talented program can be a world of unknowns. "Will there be any other Black children there? Does this mean our home life must change? What happens at school now? How am I supposed to understand what all of those new terms mean? Is there anyone out there to help me?" This workshop will give a brief history of the experience of special populations in gifted education and provide basic information and guidelines to assist parents in understanding and making the system work. Teachers of special populations will gain insight into the unique characteristics of these children and increase understanding to develop a partnership with their parents.

GUIDING THE GIFTED AND TALENTED

Paul Sheckler, Moderator, Walnut Creek School District
Marge Gatzke Frey, San Marcos Unified School District
Joy Malvitz, Sonoma Unified School District
Carol Smith, Irvine Unified School District

Walnut Creek School District, 2050 Vandershire Ave., Walnut Creek, CA 94596

Authors of the CAG booklet, "Guiding Gifted and Talented Students", will present the key ideas in it. Elements will be discussed which are holistic to the gifted in addition to guidance functions pertinent to students in elementary, middle and secondary schools. The urgency for counseling and guiding underachieving gifted students will be stressed.

The panel will speak to guidance/counseling issues for the gifted and talented and welcome questions and remarks from the audience.

H.A.L.T. DRUGS--A PROJECT FOR GIFTED AND TALENTED STUDENTS

Larry Newman, Teacher, Central Union Elementary
Wendy Brown

230 N. Third St., Fowler, CA 93625

Let your students perform a much needed community service, raise funds, make personal value decisions about drugs, and experience a variety of real life situations as they publish an anti-drug newspaper from your classroom. No journalism background required; any classroom teacher can direct their class in this project. Examples will be presented by second grade, seventh grade, and eighth grade classes. Students experience research, writing, public presentations, letter writing, ad design, sales, layout, printing, and various elements of business. Students can raise as much as several thousand dollars. This concept can be developed at K-12 grade levels.

HABITRACKS

Lorraine Bostick, Teacher
Vivian Wood, Teacher

11052 Independence Ave., Chatsworth, CA 91311

No abstract available

HANDS-ON ACTIVITIES IN USING THE NEW SOCIAL STUDIES FRAMEWORK

Lorraine Leavitt, Social Studies Consultant, Author, Teacher, Fountain Valley Elementary School District

302 Onyx Ave., Balboa Island, CA 92662

Co-operative learning, reader's theatre, simulation economic town, new media... what do they have in common? They are stimulating techniques and topics to introduce to students in applying the strands of the history-social science framework. Hand-outs in all these areas will be available.

HELP! MY GIFTED CHILD IS REACHING COLLEGE AGE!

Martha Beck, CAG Orange Region Parent Representative, Parent, Orange Unified School District
Anna Wolf, CAG Vice President, Parent, Los Angeles Unified School District

2686 Sylvan Circle, Orange, CA 92665

Two CAG board members, with seven gifted children between them, including three in college and one a high school senior, talk about the years following high school. Is college the right choice for your child? If so, how can you help him/her with what some have called the second most important decision they will ever make? Topics to be discussed include the PSAT, SAT tests, AP courses, early admission, and financial aid will also be covered. Options other than college will be discussed.

HISTORY DAY MOCK TRIAL, COMPETITIONS THAT CHALLENGE

Roberta Gleeson, Director State Project, Constitutional Rights Foundation

6525 Stone Crest Way, Whittier, CA 90601

Students can be challenged in many ways. They are given extended lessons that ask them to gather data and analyze it. They are placed in groups that allow them to share ideas and develop a product. Writing and communication activities, research inquiries, and lessons using creativity are often included in the materials offered to the gifted student. In classrooms today around the state, thousands of students (including LEP, learning disabled, and gifted students) are participating in two activities that allow them to increase written and communication skills, improve thinking abilities, and open up opportunities to be creative all within the content of the state frameworks. Although History Day and Mock Trial are billed as competitions, these exciting and stimulating activities can be effective teaching tools for the classroom. See how your students can get involved and grow academically and socially as they participate in these challenging activities.

HOSTILITY TOWARD THE GIFTED

Nancy Alvarado, Graduate Student, California State University Fullerton

5421 Kenosha, Irvine, CA 92715

As a society and as individuals, many of us feel an ambivalence about giftedness. This session examines the hostility, mixed messages, lack of positive role models, and peer pressures that cause gifted youngsters to hide their abilities and shun the "nerd" image so frequently associated with being bright. It also examines the historical, sociological, and psychological context that makes it so difficult to win support for gifted programs in our society. Finally, it suggests ways of minimizing conflict and overcoming hostility on an individual level.

Nancy Alvarado is a columnist and author, writing about the social and emotional side of being gifted. She earned an M.S. in counseling psychology and is now a doctoral student, researching the metacognition of high intelligence and creativity.

HOW TO CREATE AN ORIGINAL UNIT OF STUDY FOR GIFTED AND/OR BRIGHT AND TALENTED PUPILS

Nathan Levy, President, N L Associates

P.O. Box 1199, Highstown, NJ 08520

No abstract available

HOW TO CREATE ESCHER DRAWINGS

Dale Seymour, Consultant

P.O. Box 10888, Palo Alto, CA 94303

The artwork of M.C. Escher (1898-1972) fascinates students, artists and mathematicians as well as the general public. His unique drawings of birds, animals, fish and people tiling a plane surface have a basis in elementary geometry. Bright students from grades five to twelve can learn the techniques which enable them to understand the geometric relationships involved. Gifted students love to analyze Escher drawings and even create their own. In this presentation the fundamental steps for creating Escher-type drawings will be discussed. More than fifty transparencies that illustrate different techniques and principles will be shown.

"I DON'T WANT TO BE HERE..." UNDERACHIEVING GIFTED

Carolyn Delury, Teacher, Irvine

#2 Banyon Tree Lane, Irvine CA 92715

"I don't want to be here," is the phrase uttered by gifted students whom we call underachievers. They don't like the traditional educational setting. They don't fit in either with average students or achieving bright students. They feel they cannot do anything right.

Who is at fault? Physical, sociological, pedagogical, and psychological/emotional factors play a part to produce these angry, fearful, unhappy "students".

Why to they wish to be anywhere but school and why do they flunk out, drop out, abuse chemicals, and even commit suicide? This workshop, researched and presented by a GATE teacher and parent of a gifted underachiever, will answer some of these questions.

IMPLEMENTING THE INQUIRY METHOD

Jerry Chris, Mentor Teacher, Mission Viejo High School

Mission Viejo High School, Mission Viejo, CA 92691

This workshop provides solutions to Allen Bloom's challenge, in The Closing of the American Mind, that modern education has lost its focus on thinking critically and synthesizing knowledge. Practical, innovative lesson plans utilizing the Inquiry Method of self-directed learning, will be offered. This methodology, intended to instill life-long learning habits, will transform even the dullest subject matter into an opportunity for analysis and evaluation. The workshop will also demonstrate, through video tape of Mission Viejo High School's award winning Humanities program, how the Inquiry Method can be used to inject the study of classical philosophy into the lesson plans of any subject area, thus answering another of Bloom's challenges. As Bloom correctly advised, the study of logic, ethics, truth, and justice can be an integral part of every classroom.

INCREASING GLOBAL AWARENESS WITH THE NEWSPAPER

Kathy Graham, Educational Programs Coordinator, Los Angeles Times

1375 Sunflower, Costa Mesa, CA 92626

This session will provide a variety of teaching strategies to help students gain a sense of global awareness utilizing the daily newspaper. Participants will experience hands-on learning activities to help students identify and analyze world events and their global impact. Special emphasis will be placed on higher order thinking skills which require students to look for universal themes, cause and effect relationships and examples of the world as neighborhood. Session content will also present activities which capitalize on up-to-the-minute real-world events to promote geography skills.

Participants will receive a variety of ready-to-use sample materials as well as a list of newspapers from throughout California which offer educational programs.

INCREASING STUDENTS' INTELLIGENCE

Alice Hayward, District Adviser, Gifted/Talented Programs, Los Angeles Unified School District

1320 W. 3rd St. B-1, Los Angeles, CA 90017

This presentation opens with an update on current brain research and how it relates to learning. The importance of environment in contrast to a fixed degree of innate intellectual ability is stressed and documented.

The presentation then focuses on how an integrated learning program, i.e., one that deals with the cognitive, emotional, physical/sensory and intuitive domains of learning are tied into various parts of the brain and how the brains of more "intelligent" people are physiologically different from those of people with average intelligence (intelligence is here defined as the ability to learn and/or IQ scores). In order to stimulate the changes that occur in the brains of those with higher intelligence, curriculum needs to be integrative.

A model integrative instructional program for elementary and secondary schools will also be discussed. The model addresses such aspects as grouping, staff, curriculum, essential instructional criteria, responsive learning environment, and making practices.

INTEGRATING MATH AND LITERATURE

Virginia Ruth Howard Mullan, Enrichment Coordinator, Bridgeville, CA

P.O. Box 859, Fortuna, CA 9

As classroom teachers, we are constantly called upon to serve our gifted and talented students' needs within the setting of a regular classroom. This session will attempt to meet those students' needs to probe, explore, experiment, and make conjectures through integrated math and literature lessons, designed for the entire class. Math activities for Cat and Canary, The Witch of Blackbird Pond, Johnny Tremain, The 21 Balloons, The Metamorphosis, and others will be presented. Although specific activities will be given for these titles, hopefully, they will serve as illustrations of ways to integrate math with other literary works.

INTERCULTURAL COMMUNICATION: M.I.M.E. WRITING APPLIED TO CULTURAL STUDIES

Richard Shope, Director, MIME Media

P.O. Box 9281, Marina Del Rey, CA 90295

Richard Shope has applied and expanded his successful M.I.M.E. WRITING approach to develop a schoolwide enrichment curriculum for grades 4-7, focusing on INTERCULTURAL COMMUNICATION, the study of how cultures interact. The approach develops five major concepts: culture, communication, intelligence, myth, and scientific theory, utilizing technical resources available at many schools, including learning centers, computer word processing, and video production facilities, with an overall goal to create a culmination event and an Intercultural Communication Fair developed by the students. The approach integrates language arts, social studies and science. Viewed as a vehicle of intercultural communication, the art of mime can effectively develop a comprehension of the major concepts through the bodily-kinesthetic intelligence.

The workshop will introduce the philosophy, the theoretical framework, and the methodology in a thoroughly "hands-on" experience geared to immediate, practical application. The main point is that mime is an invaluable instructional tool for the educator. By implication, it is eminently worthwhile to investigate the practical applications of mime in the field of education. The bodily-kinesthetic energy within each student may prove to be one of the vast untapped resources available to educators everywhere.

INTERNATIONAL BACCALAUREATE

Jon E. Icordo, Teacher, San Diego Unified School District

1686 Nautilus St., La Jolla, CA 92037

The International Baccalaureate program offers a rigorous, comprehensive approach to learning in the last two years of secondary school with a system of syllabuses and examinations that incorporate global perspectives. The program is based on the concept that general education in the upper secondary level should encompass the development of all the powers of the mind through which people interpret, modify and enjoy their environment. Each student is required to become proficient in language and mathematics; to become familiar with one subject that exemplifies the study of human behavior and with another that exemplifies the process of scientific inquiry; and, to develop an acquaintance with aesthetic and moral values.

A broad range of subjects accommodates diverse student interests and intentions while adhering to the objectives of a cohesive academic education. The program is structured in terms of the objectives to be achieved, yet flexible in terms of the means for achieving them by allowing variations according to the needs and resources of the school.

The IB program was developed and is sponsored by the International Baccalaureate Office (IBO), a Swiss foundation with headquarters in Geneva. The IBO is represented in Canada and the United States by International Baccalaureate North America (IBNA), a tax exempt, publicly supported corporation chartered in New York. IBNA has received support from Arthur Andersen & Company Foundation; College Board; Geraldine R. Dodge Foundation; Dresden Bank: Exxon Education Foundation; Forest Fund; Huntington Harris; Hegeler Institute; U.S. International Communications Agency; International Schools Services; The Andrew Mellon Foundation, and Alfred P. Sloane Foundation.

INTRODUCING MEDIEVAL HISTORY THROUGH ART & ARCHITECTURE TO ELEMENTARY STUDENTS

Sue Wigham, Marketing Director, Alarion Press, inc.

P.O. Box 1882, Boulder, CO 80306

In this workshop, we will demonstrate a simple yet comprehensive method of bringing the richness of Medieval life, legend and art into the classroom. The LOOKING is done with either video or sound filmstrip. It covers barbarian art (after the fall of Rome), Charlemagne, the Vikings, Romanesque pilgrimages, the Crusades and the great Gothic Cathedrals. The DOING has students writing, drawing, coloring, painting and creating their own pictures in the LOOK & DO workbook and on large sheets of paper. These programs are perfect for students to work on independently. The four color poster reviews all that they have seen and done. These programs provide a student with an understanding of his or her own environment allowing them to see its origins. A four color teaching poster of the Art and Architecture of the Middle Ages, along with several pages out of the LOOK & DO workbook will be given to each person attending the presentation.

IS THERE A GIFTED ADOLESCENT IN YOUR LIFE?

JoAnne Viserta-Galinis, CAG Board Member
Karen Hostettler, CAG Board Member

18842 Lister Lane, Huntington Beach, CA 92646

Living with an adolescent today demands learning new survival techniques. Add the element of giftedness and survival now requires extra efforts and persistence on the part of parents and adults.

For the youth, adolescence is a time of emotional, social, and physical growth and depression. For the adult, this is a time of stress, frustration and often confrontation. The adult wonders if the adolescent and/or the adult will survive this period of development.

The focus of this workshop, as it applies to gifted adolescents, is to 1) review the characteristics of adolescents as described by Piaget, Erikson, and others, 2) discuss the social development of gifted adolescents in relation to peer groups, 3) discuss physical growth, along with looking at the earlier on-set and longer period of adolescents (example: ages 9 to 18), 4) examine mental growth and its relationship to emotional conflict within the adolescent, and 5) provide survival skills for adults living and working with gifted adolescents.

ITS MAGIC!

Sally J. Patton, Ph.D., Educational Consultant

P.O. Box 22592, Carmel, CA 93922

It's M.A.G.I.C.= M+ MIGRANT, AG=GIFTED, I=INTEGRATED, C=CURRICULUM. TIME, our fourth dimension, aligned with the skills of CRITICAL THINKING, provided the basis for a unique program in the Salinas Valley in the Summer of 1988.

Via a visual display, the identification of the students, and components of the program will be presented. A sequence of creative Learning Centers depict TIME from genesis up to the present day. The study of many cultures that contributed to our time-keeping system encompasses literature, music, and the arts.

"HOW-TO" teach critical thinking to LEP students will be demonstrated. No paper and pencil lessons. You will be included in problem-solving solutions. We will explore figural and verbal techniques.

The evaluation design to determine giftedness among Hispanic students will be described. IT'S MAGIC!

ITS NOT IN THE DICE

Dimaris Michalek, GATE Psychologist
Lorriane Rouse, GATE Psychologist

4100 Normal Street, San Diego, CA 92103-2682

Schools challenged by a society increasingly urbanized, highly technical, diversified, and with less support from institutions have been required to change and often more quickly than their resources or desire. Schools for many children have become a primary socializing institution. The role of education now includes moral development as society has witnessed the decline of social morality partly because of moral indifference on the part of individuals.

This workshop intends to explore Kohlberg's theory of moral development, a theory developed in the 1950's and one which has many similarities to the work of Piaget. Kohlberg's ideas have been used a great deal in education and are the basis of much research.

This session will consider the theory, utilize its basic concepts through group interaction, and discussion, and consider how it can be used in the classroom. Other research will be explored and criteria for evaluating moral decision making will be considered.

JUNIOR GREAT BOOKS: A CONTINUUM FOR CRITICAL THINKING

Howard Will, Vice President, Great Books Foundation

40 East Huron, Chicago, IL 60611

Participants are introduced to "shared inquiry", the interpretive discussion method which is the core of the Junior Great Books reading and discussion program. A demonstration discussion will serve as the basis for exploring the program's consistent development of critical reading and thinking skills in grades two through twelve.

In the context of discussion, group members gain a variety of perspectives on characters and their situations in quality literature. They come to appreciate subtleties of language and the significance of details. Guided by the questions of a Junior Great Books leader, students are able to fully explore ideas and to gain confidence in approaching challenging texts.

Participants in the session will have the opportunity to address specific questions about the program's interpretive approach to building critical reading and thinking skills.

LEARNING DISABLED GIFTED

Betty Farnsworth, President, Farnsworth Books

1923 San Diego Ave., San Diego, CA 92110

No abstract available

THE LEONARDO DA VINCI APPROACH TO ART AND SCIENCE

Donna F. Hugh, Teacher, Fallbrook Union Elementary School District

4140 Arboles Ct., Fallbrook, CA 92028

Gifted children can readily identify with Leonardo da Vinci and his wide range of knowledge and interests. Through the study of his life and using his techniques, students can be led to a true understanding of the term "genius". In this workshop teachers will learn how to use the science process skills of observation, comparison and recording of data combined with specific art skills to increase their students' art, science and writing skills. Students' work using this integrated curriculum technique will be exhibited. Teachers will return to their classrooms with ideas on how to integrate "hands-on", process-oriented science lessons with art lessons that gifted children love. Packets will be provided .

Leonardo da Vinci believed that all knowledge was part of the whole life experience. Gifted children benefit from this approach.

LET'S BUILD HOUSES - YOUNG ARCHITECTS AT WORK

Elinor Olsen, Teacher, Valley Oak Elementary, Davis Joint Unified School District

1400 E. 8th Street, Davis, CA 95616

Young Architects at work is a hands-on math project which challenges and stimulates gifted students. This project is an opportunity to vent creative juices and to have practical application of measurement and perspective in building a house. This is a successful project for all students. All strands of the math framework are implemented: problem solving, cooperative learning, critical thinking, and artistic talents. This is a make-it, take-it session; participants will be provided with enough information for students to build a model house.

LET'S GET ANIMATED

David D. Lynn, Teacher, Chula Vista City Elementary School District

6343 Caminito Luisito, San Diego, CA 92111

From Roger Rabbit to the California Raisins, Star Wars to Snow White, we are all amused, entertained, and influenced by the medium of film animation. And now you can make animation come alive in your classroom.

This presentation will demonstrate how elementary, junior high and high school students are learning about film animation while practicing the animator's art and filmaker's craft.

Instructional programs at several schools will be viewed, illustrations of student projects at all grade levels will be shown, and the topics of classic "cell" animation, under-the-camera animation, and computer animation will be explored.

A comprehensive bibliography/filmography and a teachers' resource packet will be provided. Opportunities for your students' continuing education and growth in animation will be discussed as time allows.

LIGHT AND NATURAL OBJECTS

Patricia Cohen, Ed.D., Thinking Skills Consultant, Huntington Beach City Elementary

21731 Saluda Circle, Huntington Beach, CA 92646

No abstract available

LINKING THINKING: PROBLEM SOLVING - STUDENTS HAVE THE RIGHT TO BE CHALLENGED - TEACHERS HAVE THE OBLIGATION OF CHALLENGING

Marcy Cook, Math Specialist, Consultant for Elementary Schools

P.O. Box 5840, Balboa Island, CA 92662-5840

Mathematics in classes of gifted and talented should be a dynamic experience. Children enjoy experimentation and investigation and thus the teacher needs to creatively provide information while simultaneously provoking the students to probe, to think divergently, and to become engrossed in problem solving adventures. Problems should be presented which require students to explore, analyze and evaluate - problems which invite conjectures and generalizations. Students should have opportunities to work individually and in groups on problems which require THINKING - not merely computation. GATE students need to face challenges, to recognize that there may be more than one way to solve a problem, to utilize the various strategies of problems, and to consider alternative solutions and/or methods. Although frustration may occur it should be regarded as a healthy frustration if it is perceived by the student as a challenge (not an insurmountable obstacle). The teacher needs to create a stimulating classroom climate that fosters the spirit of discovery and divergent thinking and allows students to make mistakes. Daily stumpers, weekly challenges, and cooperative learning activities should be an integral part of every math class. Students should be encouraged to "talk it over" as they work toward a common goal with cooperative math experiences. The important message is to PROVOKE THOUGHT - assume your obligation and CHALLENGE!

LOOKING TO THE FUTURE IN GATE IDENTIFICATION

Dennis Saccuzzo, Professor, Director of Joint Ph.D. San Diego State University/University of California at San Diego Clinical Psychologist Training Program
Marcia Dorne, GATE Psychologist, San Diego Unified School District
Clarisa Gomez, GATE Psychologist, San Diego Unified School District
Eva Jarosz, GATE Psychologist, San Diego Unified School District
Dr. Dimaris Michalek, GATE Psychologist, San Diego Unified School District
Lorraine Rouse, GATE Psychologist, San Diego Unified School District
Benito Sy, GATE Psychologist, San Diego Unified School District
Dr. Daniel Williams, GATE Psychologist, San Diego Unified School District

4100 Normal St. Room 3141, San Diego, CA 92103

A variety of approaches for identification of gifted students will be discussed. An overview of the present procedures used in the San Diego City Schools' GATE Program will also be offered. This will include a brief historical perspective. The complex use of varied assessment tools has been studied and a description of these various devices will be reported in relation to ethnicity and diverse cultural backgrounds. Intelligence tests, group screening instruments, culture-free tests and inventories will be looked at for possible combinations that may best give the Gifted Program identification procedures breadth and a clear picture of a child's areas of giftedness. Problems in selection, questions stated as to whom should participate in the program and the awareness of strengths and weaknesses of testing instruments will be explored. The goal is to have the ability to identify gifted traits in ethnically diverse groups using multiple criteria.

MAKE IT - TAKE IT: PAPER DESIGN FOR WRITING ACTIVITIES

David Pelton, Teacher, San Diego Unified School District

4858 1/2 Del Mar Ave., San Diego, CA 92107

No abstract available

MEDIEVAL MEANDERINGS: RESEARCHING, CREATING, COOPERATING

Mary Helen Taylor, Teacher, Perris Union High School

11476 Sunaire Place, Moreno Valley, CA 92387

Meander with us through Medieval Times to learn about a research and creative writing project that integrates history, literature, art, music, and drama. Find out how the student uses his research to create a character from one of the four feudal communities (Castle, Village, Town, Church). This character is developed and then revealed through the writing project, role playing, and costume. The entire project culminates with a Medieval Festival Day. Many bibliographical sources for research will be shared.

MEETING UNIQUE NEEDS: A COMPREHENSIVE GATE PROGRAM

David P. Hermanson, Director, Gifted and Talented Education Program, San Diego Unified School District
Gifted and Talented Education Program Staff

4100 Normal St., Room 2014, San Diego, CA 92103-2682

This workshop will review the 40-year-old continuous and comprehensive Gifted and Talented Education Program in San Diego Unified School District. The seminar will cover 1) identification procedures, 2) program types, and 3) the annual evaluation of the program. Some of the programs to be highlighted are:

1. Seminar program for upper 1/10 of 1% on an individual I.Q. test.
2. Development and overview of GATE cluster classes.
3. Los Angeles Times elementary ("Gateways") and secondary ("Citizen Bee") newspaper projects.
4. GATE Curriculum Framework.
5. Project Success Language Arts Enrichment.
6. Developing Gifted Potential project in ten schools.
7. Advanced Placement at all senior high schools.
8. Four-year counseling plan.
9. Learning how to develop and utilize GATE teacher groups, GATE parent groups, GATE advisory groups.
10. Programmatic Augmentation: Community Resources consultant program.
11. GATE teacher staff development and coordinated certification program for teachers wishing to become GATE certified.

A history of the San Diego GATE program and the San Diego GATE Curriculum Framework will be available to all in attendance.

METHODS AND MATERIALS FOR TEACHING GIFTED STUDENTS

Patricia A. Leadbeater, President, Engine-Uity, Ltd.

P.O. Box 9610, Phoenix, AZ 85058

This presentation is designed especially for K-8 teachers who need practical advice about providing differentiated, defensible learning experiences for gifted students. The entire session is devoted to familiarizing participants with the rationale, materials, and implementation of the Engine-Uity Process: a scope and sequence for teaching independent study and higher level thinking skills.

Although a well established theoretical basis for the Process is described, the focus of the workshop is "what to do" with gifted students in classrooms and special programs. For the primary student, the Engine-Uity Process focuses on the introduction and development of skills needed for independent study and research. The materials introduce children to products which share information, to finding information in many places, to making presentations of their findings, and to working at all levels of Bloom's Taxonomy. For older students, the Process moves from Mini-Centers (narrow subjects with closure activities) to Porta-Centers (slightly larger topics with more open-ended research) to Learning Centers (broad topics with open-ended research.

METHODS AND MATERIALS FOR TEACHING INDEPENDENT STUDY

Patricia Leadbeater, President, Engine-Uity

P.O. Box 9610, Phoenix, AZ 85058

No abstract available

MODEL ROCKETRY

Michael J. Crosby, Teacher, Sacramento City Unified School District

7495 29th St., Sacramento, CA 95822

If you want your science classroom to be an exciting and invigorating place for all students, both female and male, then a model rocketry unit is for you! If you want to motivate all students of both sexes to learn, then a model rocketry unit is for you! Want to increase the frequency of hands-on science experiences and decrease your reliance on just reading the textbook, answering questions, and taking tests? Then a model rocketry unit is for you! Your real reward for teaching a model rocketry unit will come at the moment when you see all of your students' "eyes brighten" and they exclaim, "Hey, this is fun!", followed closely by "When can we do this again?"

I was introduced to model rocketry while attending a summer science institute held at California State University at Sacramento called S.C.I.E.N.C.E. My workshop presenter, Mr. Steven Keith, demonstrated how the principles of rocketry can be an exhilarating experience for both the teacher and students. With his continued support along with Estes Industries I will present a workshop that I believe is one of the best ways for you to get your start, too.

This workshop lets you construct your own model rocket to take home, just like the rockets your students will construct. In addition, it will give you an opportunity to explore several teaching activities. You will be given a teacher's guide, lessons and other publication information. If time and conditions allow, an actual launch of these teacher-made rockets will take place.

First twenty (20) participants will be given kits to construct during my presentation.

MODEL ROCKETRY AND THE SPACE SCIENCES: A MULTIDISCIPLINARY APPROACH

Andrew J. Cary, GATE Coordinator, Rosewood Ave. Elementary, Los Angeles Unified School District

503 N. Croft Ave., Los Angeles, CA 90048

"Model Rocketry and the Space Sciences for the Gifted" is a great vehicle to learn about the space sciences. Using the language arts curriculum and exploring through all subjects without limit, students' curious natures propel them into creative and critical thinking activities, long-term research projects and culminates with various forms for artistic expression.

Model Rocketry allows for all language proficiencies and transcends cultural differences. Ii is useful for all levels of academic achievement. It is possible to have L.D. and GATE students work successfully in the same classroom.

This type of program is inexpensive and easy to implement. It is practical and may extend past the classroom in the form of hobbies, clubs and competitions.

MORE ARTSPEAK FOR THE GIFTED

Mary Baldwin, Consultant/Teacher, San Diego Unified School District

7994 Hillandale Dr., San Diego, CA 92120

Synthesis, the ability to see subtle connections and to put ideas together in new ways, is a GATE strength. Dual slide images make this abstract process concrete for students. The juxtaposition of carefully selected slides can often spark insights available in no other way. The discipline here is art history, but the examples were specially chosen for their applicability to all Humanities curricula, especially literature and history.

Using two projectors, slide images will be compared, juxtaposed, even blended to teach a variety of concepts.

Form follows function; verticality and luminosity:
Gothic cathedrals with modern skyscrapers
exoskeletons in biology and architecture

Similar forms, new contexts; cultural legacies
Roman portrait busts with Renaissance heads:
truth in packaging
Hellenistic weary gladiators with 20th century
photo-realism: victims of the system

Form expresses content: universalities of human agony
Michelangelo's Last Judgment with Rodin's Gates of Hell
Picasso's Guernica with Vietnam photo-journalism

NATIONAL BICENTENNIAL CONSTITUTION CHAMPIONS!

David Vigilante, Teacher, San Diego Unified School District
Karen Wroblewski, Teacher, San Diego Unified School District

1005 4th St., San Diego, CA 92102

The national Bicentennial Competition on the Constitution and Bill of Rights is a competition directed by the Center for Civic Education and cosponsored by the Commission of the Bicentennial of the United States Constitution. Funded by an Act of Congress, the competition is designed to teach students that the Constitution is a living, evolving document that governs major aspects of our daily life. The competition involves teaching a six-week curriculum leading toward participation in mock congressional hearings at local, state, and national levels. The hearings consist of oral presentations by the students before a panel of three judges. After the oral presentations, the students are asked follow-up questions by the judges to test their mastery and understanding of the subject material.

The workshop will explain how to set up a competitive team with an emphasis on the utilization of community resources. A team of students from Gompers Secondary School in San Diego will demonstrate a mock congressional hearing. Under the direction of David Vigilante and assisted by Karen Wroblewski, Gompers won the national competition last year and is this year's state winner. The team will go to Washington D.C. in May for the national competition.

"NETWORK NEWS" PAPERS - VIDEO NEWS IN SOCIAL STUDIES

David Mika, Teacher, San Diego Unified School District

Muirlands Junior High, La Jolla, CA, 92037

No abstract available

OH! THOSE GATE PARENTS!

Jane Hufft, GATE Program Manager, Martinez Unified School District

367 Castello Road, Lafayette, CA 94549

GATE parents are a talented and unique clientele; how can you, the GATE Coordinator, make parents part of your team? This workshop will explore ways to: 1. Establish effective communication with parents 2. Manage productive parent advisory groups and 3. Utilize parent volunteers efficiently. There will be handouts, including a sample newsletter, fliers, letters and activity calendars. Last few minutes will be Q and A.

OPTIMIZE CAPABILITIES OF INCAPACITATED GIFTED AND TALENTED CHILDREN AND YOUTH

Paul Plowman, Ed.D., Administrative Director, Wildewood Children's Center
Shirley Bekey, Ph.D., Counseling and Educational Psychology, Psychotherapist

2023 Kit Fox Court, Cool, CA 95614

Introduction .....Paul Plowman, Ed.D.
Part I.....Shirley Bekey, Ph.D., Psychotherapist
"Psychotherapeutic involvement to aid incapacitated gifted and talented children - 4 Vignetts - Learning disabled, depressed, and drug dependent clients"
Part II.....Paul Plowman, Ed.D., Educator
"Care-giver improvement of thinking skills as a means of helping incapacitated gifted children and youth deal with their problems and special needs - What teachers, counselors, and parents can do"

Summary
Gifted and Talented Children and youth may be incapacitated because of learning disabilities, depression, and dependence upon drugs. Dr. Shirley Bekey, will present vignettes describing actual problems and how she worked with clients to eliminate them.

Dr. Paul Plowman will present "Intellectual and creative skills for coping with and dealing with problems and concerns". Guidelines and useful charts will be distributed to persons attending this workshop.

THE ORGANIZATION OF A UNIVERSITY SUMMER SCHOOL FOR HISPANIC GIFTED

Janet Saenz, Chairperson - Department of Education, University of the Americas

Prado Norte 640, Mexico City, Mexico D.F.

The University of the Americas, Mexico City, has been a pioneer in education of the gifted in the country of Mexico since 1980 and is the only university in Latin America with a Master's Degree in education of the gifted.

In 1987 a pilot summer enrichment program for children was initiated and --- 1988 sixty children enrolled for a successful three-week course. The classes were taught by students who were completing their Master's Degree at the University of the Americas or at the University of Arizona. Due to the lack of formal gifted programs in many parts of Mexico, students attended from many areas of the country as well as from California and Arizona.

Identification, programming, implementation and evaluation techniques will be discussed, the importance of providing practice-teaching experiences for teaching the gifted and talented Hispanic will also be explored. A videotape presentation will demonstrate some of the unique features of the program, other ideas will be shared which are taken from parts of various workshops which the University is conducting on both sides of the border for school districts.

PARENTS - THE GATE KEEPERS

Ellie Dorman, Parent, San Diego Unified School District

4100 Normal Street Room 2041, San Diego, CA 92103

Parent involvement has become the latest buzzword in education. In the GATE department of San Diego Unified, it has always been a most important component of gifted education.

It is a fact that parents of the gifted are unusual in their interest and involvement in the education of their children. The administration of San Diego City Schools GATE Department has gone beyond the basic inservicing of the parents and has made them a part of the system.

The Gifted District Advisory Committee (DAC) was organized in 1973 as one of the first parent committees in the district. Meetings are designed to keep the parents constantly ahead of the education their students will receive. They are participants in pilot programs which can be facilitated at their individual sites. They meet personally with teachers and with central staff. They share in the district's budget-making process. They participate in the department's district wide Committee for Gifted. They communicate directly with parent and professional organizations outside of the district bureaucracy

The GATE administration benefits from participation of parents - sites benefit from knowledge parents obtain from the committee. Everyone wins.

PERSONALITY AND LEARNING STYLES

Kathleen Pommer, GATE Teacher/Parent, Irvine Unified School District

21702 Regal Way, El Toro, CA 92630

Gifted students are different in ways other than just intellect. They differ from the general population and from each other. The workshop will attempt to address the questions:

- What are learning and personality styles?
- What are the different types?
- Why are types important?
- What are the patterns and interactions of the mental process?

The workshop will utilize what is known about learning and personality styles in relation to implications for teachers. Specific questions to be answered are:

- How do personality and learning types function in various classroom configurations and management systems?
- Why do some school instructional programs fit some personality and learning styles better than others?
- How are types and styles distributed throughout the population?

Other topics include:

- Strengths and weaknesses of a type
- Effect of styles and types on affective domain
- Interaction between teacher and students.

The goal is to help students better understand themselves and the motivation of styles of others.

POWER CUBES: ADVENTURES IN SPATIAL PERSPECTIVES

Rebeca E. Stanton, Program Coordinator, Monterey County Office of Education

25560 Altamont Road, Los Altos Hills, CA 94022

Using the program outline in Power Cubes: Adventures in Spatial Perspectives, students learn to visualize known figures, mentally rotate them in space, and then draw them in three-dimensional form from a variety of new perspectives. They learn to analyze shapes for their component parts, create new shapes, and record them for others to analyze. Through it all they record their activities in mathematical sentences, first using letters to represent their figures and then, after replacing the letters with numbers, solving them.

Beginning with the tracing of a simple cube, students are led to recognize the multiple perspectives of more and more complex figures. Designed to move the students from the concrete to the abstract and from teacher-directed to independent learning, the lessons are also flexible as to group size and space.

PRENTICE-HALL LITERATURE AND THE ARTS

Simone Arias, Prentice Hall Allyn & Bacon

250 Blockton Road, Vista, CA 92083

Interspersed throughout the Prentice-Hall Literature Program are examples of Fine Art. "Humanities Notes" in the Teacher's Annotated Edition provide background information on the artwork and the artist. Questions are also provided to probe the artist's intent through his use of colors and characters. Each selection ties in with the story it illustrates -- the artwork may set the scene for the selection, share a particular theme, put it in historical perspective, or deal with a common topic.

In addition to reproductions in the student textbooks, 20 fine arts transparencies are provided with a lesson plan and a writing prompt that corresponds to the CAP test. The range of fine art extends from traditional to contemporary styles. Examples include Raphael's "St. George and the Dragon", Frederick Remington's "The Indian Trapper", and Henri Matisse's "Icarus, Plate 8 from Jazz".

The Prentice-Hall demonstration workshop will be an opportunity to participate in a mock classroom lesson incorporating literature and art into writing lessons.

PRESCHOOL/PRIMARY GIFTED: WHAT'S THE RUSH?

Laura Katz Hathaway, Director, The Pagasus School

18685 Santa Ynez, Fountain Valley, CA 92708

Many learning and behavior patterns are developed and set during the first five years of life. During these critical years it is difficult to provide just the right match for a bright and curious learner in terms of schooling and ability level. It is often tempting to put precocious youngsters into programs that are highly structured with high expectations because we want to be sure they are challenged.

Unfortunately these programs can create stress and affect youngsters academic and social/emotional development years later. The "hurried child" is a real concern.

On the other hand youngsters who are bored by a program that is not challenging enough are just as much of a concern. Finding the match is difficult, but hopefully not impossible.

The "right" educational program provides a healthy balance between stimulating cognitive activities and a nurturing environment for bright minds. At the same time a perceptive teacher can alert parents to potential learning disabilities and behavior patterns that can effect a child's success.

PRIMARILY GATE: A PROGRAM FOR GRADES K-2

Eunice Paloutzian, GATE Teacher, Santa Barbara School District
Susan Arnold, GATE Teacher, Santa Barbara School District

707 Palermo Dr., Santa Barbara, CA 93105

This workshop will present a model of a K-2 program used in the Santa Barbara District for the last four years. This program provides high level curriculum materials and inservice training for teachers of primary grade children. The program has been evaluated by teachers and administrators as highly successful.

The presenters will provide sample packets of the worksheets developed and distributed in this program for primary grade students. The worksheets can be used in the regular classroom to challenge gifted and high achieving students, and are coordinated with the California State Curriculum Framework. All worksheets are provided in English and Spanish, and are categorized according to Bloom's Taxonomy.

In this workshop the presenters will demonstrate lessons to show how to implement and extend these materials into the daily curriculum. Step by step instructions will be provided to implement this program for other districts.

THE PRINCIPAL AS EDUCATIONAL LEADER - HOW TO MAKE SURE IT HAPPENS

Nathan Levy, President, Nathan Levy Associates

P.O. Box 1199, Highstown, NJ 08520

No abstract available

PROBE TO LEARN: A CRITICAL APPROACH TO STUDY SKILLS

Deanne Quinn, Teacher, Folsom Cordova Unified School District
Fran Martin, Resource Specialist, Folsom Cordova Unified School District

1812 Eastern Ave., Sacramento, CA 95864

Teachers, would you like to cover more material in less time and to increase the time your students spend at higher level thinking?

Parents, would you like never to have to worry again that your youngster may not know how to attack an assignment or not to have the skills to compensate for a difficult teacher?

Those are only a few of the motivating questions that led us to design "PROBE to Learn". Extensive research, field tests, and evaluation have occurred. We can honestly say - as do several thousand students - PROBE works! This five step program teaches students to:

1. Prepare: know your learning style; know what you are reading
2. Recognize: prepare for reading; identify prior knowledge; determine reading speed
3. Organize: using/creating systems to gather information; learning to process text, AV material, experiments and lectures
4. Brainstorm: levels of questioning
5. Evaluate: memory techniques; test-taking strategies

This workshop will deal with "Prepare" since time is limited. Find out your learning style; learn how your learning style affects how you teach and how you parent. Recognize your students' or children's learning styles, and which components compliment or aggravate you.

PROBLEM SOLVING FOR THE GIFTED

Janet Pittock, Direct Marketing Manager, Creative Publications

788 Palomar Ave., Sunnyvale, CA 94086

No abstract available

PROFOUND FOOLISHNESS

Shirley Oesch, GATE Teacher, Kern High School
Jeanie Braclear, GATE Teacher, Kern High School

2200 Quincy, Bakersfield, CA 93306

No abstract available

PROGRAM INNOVATIONS FOR GIFTED LANGUAGE MINORITY STUDENTS

Mr. Robert D. Allen, Superintendent
Dr. Nancy Cuellar, Principal
Mr. Jay Borenstein, Sr. Psychologist
Mr. Sergio Robles, Curriculum/ Instruction, OceanView School District

2382 Etting Road, Oxnard, CA 93033

The presentation will describe the Mar Vista School's efforts to identify Gifted and Talented Language Minority students using multiple criteria. Spanning a three year period of time, panel members have been able to field test the criteria and institutionalize the procedure district wide.

During that period of time, guidelines have been developed and some data has been collected. In addition, an enrichment program has been provided for children so identified as well as English only students. Panel members will also describe the three curriculum components which make up the program: Science and computers, fine arts, and cooperative learning/self concept.

The format of the presentation includes handouts and discussion.

PROMOTING SELF - ESTEEM

Jacquie Lowell, Trainer/Workshop Leader, San Diego Unified School District

3766 Southview Drive #250, San Diego, CA 92117

No abstract available

PSST' CAN WE TALK MATH POWER?

Corenne S. Gray, GATE Resource Teacher, San Diego Unified School District
Jeanette Haseyama, Integration Resource Teacher, San Diego Unified School District

5603 Tular St., San Diego, CA 92122

The focus of this workshop will include practical and creative manipulative approaches to teach Problem Solving, Mental Math and Estimation skills.

Participants will gain management techniques, teaching strategies, and work with "hands-on" classroom - tested activities for use with GATE students.

The materials used are suitable for Grades 3-6 and Middle School students. Handouts will be provided for participants.

PUBLIC SPEAKING AND DEBATE IN THE ELEMENTARY CLASSROOM

Kathie Jenuine, Teacher/Reading Specialist, Encinitas Union School District

2050 Park Dale Lane, Encinitas, CA 92024

Reading, writing, listening, and speaking are four important areas of the language arts curriculum. As reading and writing are given full attention, the important skills of listening and speaking are given little time. This presentation will give teachers a more thorough approach to teaching these necessary skills.

Beginning with memorized poetry recitings, a child learns to explore the poetic world as he/she progresses into a program of oral interpretation. Next come the more formal stages of public speaking. Included are three specific types of speaking styles: a speech to demonstrate, to inform, and to persuade. Not to be overlooked are the areas of impromptu and extemporaneous speaking. Mini speeches, ie. 2-5 min. in preparation time and 3-7 min. in delivery time are discussed. Also covered is debate, a very formalized speaking format which strengthens listening skills, analytical thinking, and research skills, along with poise, presentation skills, and effective thinking strategies. All above mentioned areas of public speaking can be easily taught in grades 2-6.

REACHING GIFTED BLACK AND HISPANIC STUDENTS

Lloyd P. Nebres, Academic Talent Development Program, Graduate School of Education
Allen Gold, Psychologist and Program Counselor/Instructor
Mary Makower, Program Instructor
Kimberly Papillon, University of California at Berkeley Undergraduate and former Program Student

5607 Tolman Hall, University of California at Berkeley, Berkeley, CA 94720

The UC Berkeley Academic Talent Development Program, attended in 1988 by some 530 students, has made significant strides in recruiting Black and Hispanic middle school youngsters to its rigorous summer program. Participation of Black students grew from 5.3% in 1987 to 10.4% in 1988. Similarly, Hispanic students composed 3.7% of the 1987 student population; 7.1% in 1988. Success is credited largely to a positive recruitment aimed at students and their parents, coupled with school district funding for some participants.

As the ATDP reached out to students with academic promise not necessarily proven in performance, it assumed a commitment to providing support that would help insure success for those youngsters. A group of graduate and undergraduate students was hired to plan and carry out a program of study group facilitation, tutorials and mentoring. For a number of students faced with their first real academic challenge, the mentors proved to be a lifeline. For some, however, this support system was not enough; the non-completion rate among Black and Hispanic students was higher than in the population as a whole.

One group of 45 Black and Hispanic students participated in pre-and post-coursework questionnaires about their summer experience studying on the /Berkeley campus with a geographically and socio-economically diverse group of very able students. This data was evaluated together with objective data about their academic performance. The positive findings- in terms of their social interaction, self-esteem, college aspirations, and academic achievement - are encouraging. Among them, 75% received college-recommending grades of A or B in their accelerated summer courses. It is interesting to note that just 9 of those participants had been previously "GATE-identified" within their home district.

REMBRANDT, BACH AND LISA

Claudia Spelman, Coordinator, Conejo Valley Unified School District
Kristi Colell, Teacher, Conejo Unified School District

3949 Mayfield Ave., Newbury Park, CA 91320

No abstract available

THE RESOURCE SPECIALIST AND THE LEARNING DISABLED GIFTED AND TALENTED

Don Davison, Resource Specialist, Terrace School

Terrace School, Lakeport, CA 95453

The Resource Room can be a focal point for our Gifted and Talented children. It can provide opportunities that many classrooms cannot. The Resource Room can be very conducive for our high risk gifted, talented and creative students; gifted/learning disabled; the underachieving gifted; and the creatively gifted. The RST has skills that can be used to help solve a student's academic needs and to help students with emotional difficulties.

Since a large number of high risk gifted, talented and creative students are labeled learning disabled, this is a perfect environment to work on their hidden potentials. Not only are programs offered for remediation, but programs can combine higher levels of thinking with an alternative to regular classroom work. A RST can work with Resource Room students in an environment that can offer the possibility of tremendous growth and change for the students and our world.

SCIENCE ON BOARD

Stephanie L. Baron, Science Instructor, San Diego Unified School District

6702 Wandemere Drive, San Diego, CA 92120

All to often students are exposed to science experiences in school that require nothing more than mere memorization. Often times, this can mean that the once exciting curiosity of childhood quickly turns to humdrum learning. Bringing
the excitement back into science is the emphasis of this workshop. This means involving as many senses as possible in the science class. To this end participants will be involved in activities that will stimulate and encourage their students intellectual curiosity. These activities will be directed toward the area of plant and animal biology and will involve demonstrations and hands-on experiences. For example, one activity involves the extraction of chlorophyll from leaves utilizing a very simple procedure. Participants will leave with instructions for the extraction and suggestions for uses of the extracted chlorophyll.

SECONDARY SCHOOL PROGRAMS AND SERVICES FOR THE GIFTED: PHILOSOPHIES, POLICIES, PRACTICES - PROGRAMS SERVING GIFTED PUPILS

Linda Forsyth, Consultant, California State Department of Education

721 Capitol Mall, Sacramento, CA 95814-4785

This workshop begins with a discussion of policies and practices that express a state's, a community's, or a nation's philosophy of education and commitment of excellence. You will hear about six fundamental principles of good practice in education and the conceptualization of a Multi-Role Gifted Program. You will leave this workshop with a broad view of program purposes and specific ideas for options you can implement in your district and in your schools.

SENSE OF HUMOR, CREATIVITY, AND INTELLIGENCE

Milton P. Wilson, Ph.D., Consultant, California State Department of Education

California State Dept. of Education, 721 Capitol Mall, Sacramento, CA 95814

What is creativity? What are some of the characteristics of highly creative individuals? Do teachers prefer teaching creative students or intelligent ones? How well are we doing in encouraging creativity in our schools? These are some of the questions Dr. Wilson will answer, based on classic research conducted over 20 years ago. You will learn how to differentiate between highly creative kids and highly intelligent ones, gain some insight into your own sense of humor, and hear what Sigmund Freud said about joking. You will also find out how humor gets students in trouble, how teachers value a sense of humor, and how sense of humor is related to creativity, intelligence, and school achievement. The presenter will also share the results of his original research, including implications for teachers, counselors, administrators, program directors, and parents to encourage the development of sense of humor, creativity, and intelligence.

SERVING THE GIFTED AND TALENTED STUDENT AT RISK: PROGRAMMING STRATEGIES FOR THE NON-TRADITIONAL STUDENT

Mary Bacon, Director, Pupil Personnel Services, Palo Alto Unified School District

25 Churchill Ave., Palo Alto, CA 94306

The culturally different gifted and talented student presents a formidable challenge to educators because the strengths of these young people are often dysfunctional in the traditional school setting. This workshop will explore culturally relevant identification and instructional strategies for the non-traditional gifted and talented student with an end toward providing a framework for meaningful instruction. The theoretical bases for designing appropriate program interventions will be provided as well as creative methods for translating the theory and research into practice. In addition to focusing on cultural and ethnic differences, a major thrust will be on those students whose behavioral and learning styles are different form that of the traditional student.

Participants will be provided with concrete strategies which focus on the process as well as the content of instruction and the prerequisite behaviors which need to be directly taught to assist them in profiting form instruction.

SHAKE A LEG, BREAK A LEG, SING A SONG, GRAB YOUR PALETTE: FINDING AND NURTURING THE TALENTED IN LOS ANGELES

Judd Perrine, Adviser, Gifted/Talented Programs, Los Angeles Unified School District
Michael McLinn, Adviser, Gifted/Talented Programs, Los Angeles Unified School District

1320 W. 3rd St. B-1, Los Angeles, CA 90017

No abstract available

SOCIAL STUDIES: IDEAS THAT SERVE THE GIFTED

Ruthe A. Lundy, Educational Consultant

598 Loma Verde, Palo Alto, CA 94306

The disciplines of the social sciences can provide the ideal vehicles for the correlation and integration of other disciplines which are typically a part of the school curriculum. Indeed the goals and objectives of social studies programs cannot be met unless the interrelatedness of disciplines becomes an integral part of instruction. Additionally, the depth and breadth of the social sciences enable the teacher/curriculum developer to identify a wide range of instructional options. The all-important task of matching content and concept development to curriculum design, learning styles, maturation levels, and intellectual abilities to those options becomes the next task.

Discussions of social studies curriculum options for the especially able, the curious, the highly motivated and creative within the elementary school population will be the major focus of this workshop.

SOME PRICELESS OVERSEAS AND DOMESTIC STUDY OPPORTUNITIES WHERE THE PRICE IS LESS

Rick Kaylor, Mentor/Gate Teacher, San Diego Unified School District

3684 8th Ave., San Diego, CA 92103

One can have priceless overseas and domestic study experiences where the price is less than one would pay as a typical tourist. The presenter will discuss both competitive and non-competitive programs and provide a list of addresses. Included in the program are application details for Fulbrights (Summer Seminar and Teacher Exchange); National Endowment for the Humanities; Independent Study in the Humanities, Council for Basic Education; University of Cambridge; University of Oxford; University of Wales; St. Andrew's University (Scotland); Hebrew University of Jerusalem; Institute for Foreign Cultural Affairs (Germany); Taft Institute for Two Party Government; Elderhostel; SUNY-New Paltz (short courses in languages), and other programs. Time permitting, slides will be shown of classrooms, libraries and living arrangements of study sites in India, England, Germany, Isreal, Wales, and the Netherlands.

SPONGE STAMPS

Kathy Johnson, Owner, The Great Wallflower Co.

21296 Seasprite Circle, Huntington Beach, CA 92646

Sponge stamps are really an upgraded version of the wonderful long standing "potato print". Now it is fashionable to use plastic foam instead of potatoes or turnips.

Our Showcase Presentation will show and demonstrate our entire line of sponge stamps. Forty different kits are available (ie., roses, dinosaurs, animals, holiday designs). In addition, we now have individual stamps (hot air balloon, kitten, mouse, koala bear) to catch the creative eye.

Sponge stamps are used with many different paints. Tempera and latex house paint are popular. Since very small amounts of paint are used and as the stamps can easily last for years of good service, this becomes a most inexpensive method of art activity.

Techniques are simple. Art work is very quick. These points will be well covered in this Showcase Presentation.

THE STRONG WILLED CHILD: WHAT'S A PARENT/TEACHER TO DO?

Sandra Brucker, Teacher, The Pegasus School
Laura Katz Hathaway, Director, The Pegasus School

18685 Santa Ynez, Fountain Valley, CA 92708

Strong willed youngsters are usually bright, as well as determined and energetic. Unfortunately their behavior often interferes with their success in school and their relationships with peers and teachers.

Parents and teachers can help these youngsters most effectively when they set "loving limits", and act in a consistent way to structure their environment to produce positive behavior patterns.

SUCCESS ENRICHMENT: LINKING THE THREE C'S - COMPOSITION, CREATIVITY AND CRITICAL THINKING WITH LITERATURE

Carolyn Gaab Bronson, Educational Consultant/Trainer

Station 111, P.O. Box 61100, Seattle, WA 98121

This presentation provides participants with validated language arts enrichment activities that focus on writing, literature and thinking (creative and critical), appropriate for children of all ability levels and ethnic origin, grades 2-8. The curriculum activities are sequential and emphasize (1) vocabulary (descriptive adjectives and word expansion), (2) imagery (similes, mataphors and personifications, (3) sentence structure (order, types), (4) literary analysis (classics, Newbery Award winners) and (5) format (organization, theme and editing). Cooperative learning approaches, such as hands-on activities, shared decision-making, active participation and questioning techniques are demonstrated and experienced throughout the lessons. Self-management and social skills are also stressed along with a process-oriented approach to content.

SYNECTICS - BEYOND THE 5-STEP LESSON PLAN

John DeLandtsheer, GATE Coordinator

601 North E. Street, San Bernardino, CA 92410-3093

Critical thinking and high quality creative thinking generally cannot be taught through the traditional Five- or Seven-Step lesson model approach. Additional models of teaching need to be employed to bring out creative and critical ideas of high quality. Synectics is one of these other models. Participants in this workshop session will take part in a synectics lesson. They will then have an opportunity to practice conducting their own synectics lesson with fellow participants. In addition, variations on the synectics model will be presented and applications to writing and art instruction will be discussed.

TEACH ESSAY WRITING USING COMPUTERS AS TUTORS

Dave Yount, Teacher, President, Interact

P.O. Box 997, Lakeside, CA 92040

No abstract available

TEACHER PANEL - ELEMENTARY/SECONDARY: UNITS THAT REALLY WORK!

Moderators - Christine Cenci, Elementary
Barbara Nelson, Secondary

Panelists - Elementary -Marian Horn
Ann MacDonald
Jennell Parr
Penny Saletta
Secondary - Ardis Bucy
Clare Dusek
Nancy A. Mellor

737 E. Birmingham Road, Burbank, CA 91504

These panels will provide mini-units of study that have been classroom tested and found to be highly successful. Each panel member will give a 12 minute presentation at the end of which questions will be accepted, as time allows. The mini-units will come from a variety of curricular areas and will outline the basic structures and timelines needed. Key components within each unit will be identified and highlighted.

The panelists, currently classroom teachers representing the 11 regions in the State of California (as defined by CAG), were selected on the basis of their exemplary use of content material, cohesive organization, and teaching style.

Presentations will be made using overhead projectors, slide projections and models. Handouts from each unit will be available.

TEACHING GIFTED CHILDREN IN THE REGULAR CLASSROOM

Nathan Levy, President, N L Associates, Inc.

P.O. Box 1199, Highstown, NJ 08520

No abstract available

TEACHING INVENTION TO CHILDREN

Jody Hess, GATE Coordinator, Wiseburn Elementary School District

5430 W. 138 St., Hawthorne, CA 90250

Inventions are all around us! Children have great curiosity about the "who, how and why" of inventing. A curriculum unit incorporating problem-solving, inquiry, research, creativity, and future studies will be presented, along with examples of children's products. Weekly Reader's Invention Contest and Invent America are included.

TEACHING THROUGH TRAVEL: THE WORLD IS A CLASSROOM

Lori Webster, Marketing Manager, Educational Field Studies, Inc.

P.O. Box 7079, Incline Village, NV 89450-7079

Students need educational and cultural experiences, and sometimes, they need a little motivation. Our showcase teaches teachers about the value of exposing students to different learning opportunities outside of their home town. Topics will be covered to answer the many questions teachers have, such as:

Why travel? - the philosophy and educational benefits of teaching through travel.

How do I organize a trip? - the mechanics of organizing a trip: getting school board approval, selecting dates, holding parent meeting, fund raising, getting the parents' support, and most importantly, preparing your students for their educational adventure.

Who arranges our travel? - the various types of travel providers from which you have to select, including your self, a local travel agency or a specialty student travel company.

Where can we travel to? - there are many field trip destinations you can use to supplement your classroom instruction. Travel to Washington, DC, Williamsburg, or Philadelphia to experience American history and government. Go to EPCOT Center and Kennedy Space Center for a science oriented field trip. Or visit Sacramento to learn about state government and the "Gold Rush" days.

All in all, this showcase will show teachers how to organize a successful and educational field trip that will make learning a forever memory among their students.

TEACHING VOCABULARY AS LABELS FOR CONCEPTS: PRECISE LANGUAGE FOR PRECISE THINKING

Jerry Harvey, Consultant, Montebello/Covina School District

1845 Glendon Ave., Los Angeles, CA 90025

Whether teachers and parents are interested in vocabulary development to improve reading, writing, or test scores, retention is always a problem. Why don't students remember more of what they are taught? What is the difference between memorizing and understanding? This workshop will demonstrate how the study of vocabulary can be used to help students learn how to learn. The session will include an evaluation of alternative methods of teaching vocabulary. Participants will learn which methods are most effective and see a demonstration of CLAVIS (Concept Labeling Approach to Vocabulary Improvement for Success).

TEST SCORES DEMYSTIFIED

Timothy J. Corcoran, Western Regional Director, Center for the Advancement of Academically Talented Youth

21031 Ventura Blvd. Suite 310, Woodland Hills, CA 91364

The jargon of standardized testing can be overwhelming. This presentation will address the issue of jargon and try to elucidate the significance and usefulness of standardized tests. The discussion will clarify the concepts of aptitude versus achievement testing, percentiles versus percentages, reading comprehension scores versus vocabulary scores, and math concept scores versus math computation scores. In addition, composite scores and subtest scores will be discussed. Finally, we will explore how to use these various scores to make real, present tense decisions about the student's education.

The presentation will be made by Mr. Timothy J. Corcoran, Western Regional Director of the Johns Hopkins University Center for the Advancement of Academically Talented Youth (CTY). CTY has been at the forefront of using and interpreting standardized testing for over a decade.

THINKING AND LEARNING

Sydney Tyler, Author, Thomas Geale Publications

P.O. Box 370540, Montara, CA 94037

No abstract available

THINKING AND MNEMONICS

Harry Eng, Teacher, La Mesa Spring Valley School District

8544 Gateside Rd., La Mesa, CA 92041

* How to develop a functional numbering system through the use of logic, rhyme, patterns, and colors.
* How to develop a vertical horizontal memory method through the use of mental numbering pattern.
* How to change one thousand flash cards into ten thousand flash cards in two minutes.
* How to teach three mini subjects and have the students learn a fourth subject that's hidden in the three mini subjects.
* How to teach high and low students with the same lesson but different goals of learning.
* How to teach with minimum failure to the student by using answer first method, easy to see the answer method, using the arrow method and other self motivating methods.
* How to make a spell out or dropout card set to teach any subject.
* How to use cyclic methods that lead to the permanent part of the brain.
* How to apply mental rewards to improve learning in certain subjects.

TIME MANAGEMENT AND ORGANIZATION TECHNIQUES CORRELATED WITH LEARNING STYLES OF GIFTED STUDENTS

Betty Kurkjian, Consultant

2017 Palo Verde Ave., Suite 201A, Long Beach, CA 90815-3322

Gifted students are often in need of guidance in time management and organization skills in order to meet the demands of their many interests and responsibilities. By identifying a student's learning style and correlating an approach to time management with that style, the student will more likely respond positively, implement the new techniques and benefit from more effective use of time. This allows the over-working student the opportunity to painlessly increase productivity.

Participants in this workshop will find that the skills addressed are not only applicable for students while in high school, but also for them when they enter college and even later on-the-job. The focus will be on identifying each student's learning and temperament style and then customizing a time management program that will be most acceptable to the student and, therefore, most likely to be implemented. Visual aids and ample handout materials will be available to supplement the presentation.

T.N.T. - PUTTING DYNAMITE IN YOUR CLASSROOM

Mary Lou Watkins, GATE/Mentor Teacher, Fountain Valley School District, Instructor, California State University, Long Beach

19332 Newhaven Lane, Huntington Beach, CA 92646

Thinking 'n talking together in cooperative learning groups develops expanded learning in students and creates exciting days for students and teachers. Using cooperative learning strategies is especially valuable when you are teaching heterogeneously grouped classes with a GATE cluster. Your students will fall into content and learning "hook, line and sinker" when you have those tools.

The "hook" is getting students to want to work together in coop groups. This workshop session will deal with grouping strategies and reward structures that encourage involvement and "light the fuse" that causes intra-group talking and thinking.

The "line" is the strategy a teacher uses to match intended learning outcomes. Workshop participants will use some strategies and receive information on others which they can add to their repertoire to design cooperative learning structures for lessons.

The "sinker" is an experience that convinces students that it is beneficial to all members of the group to work together, to share problem solving strategies, and to contribute to the group. Several of these will be shared to enable participants to go back and continue to work on implementing cooperative grouping in their classroom.

THE TORRANCE TESTS OF CREATIVE THINKING

Dr. James D. Kauffman, Vice President, Marketing, Scholastic Testing Services, Inc.

480 Meyer Rd., Bensenville, IL 60106-8056

Dr. E. Paul Torrance researched creativity during more than 25 years. The definition of creativity he used to establish highly creative individuals for measurement purposes was those who produced ideas, shapes, words and phrase different from more than 95% of the others who performed the same tasks. A few years ago, Dr. Torrance conducted a follow-up study involving nearly 400 individuals who had been identified as highly creative as students in elementary school. These students were administered the Torrance Tests of Creative thinking and many other measures of intelligence and achievements. The results of this study and the implications for the teaching of creatively gifted as well as academically talented students will be presented and discussed.

It is the creatively gifted who will solve new and different problems, and who will produce our new inventions. The creative individuals will show the way to those who are simply academically gifted and only learn quickly the same thing that the preceding generations have learned. The creatively gifted are the individuals who provide us with the new methods and problem solving activities and do not simply offer a return of the old methods that did not work the first and last time the methods were tried. Each individual has creative talents that can be developed.

The development of the Torrance Tests came about to determine the most creatively gifted among us, and yet, the areas of fluency, flexibility, originality and elaboration have importance to each of us in everyday life and problem solving situations. Creative persons approach each problem in a different way to seek solutions. The ways that each of us can develop these creative approaches to life will be demonstrated and development will be assisted for the participants.

TRICKS OF THE TRADE

Elizabeth Gillingham, Math Teacher, Standley Jr. High, San Diego Unified School District

6298 Radcliffe Dr., San Diego, CA 92122

Are you looking for a way to spark your students' interest in your math lessons and help them learn concepts cheerfully? Here's a different approach to teaching everything from basic arithmetic skills to topics in algebra, using stories, drawings, games and hands-on experiences to motivate students. Topics include rounding off numbers, order of operations, metric conversions, integers, properties, coordinate graphing, least common multiple and greatest common factor, difference of squares, slope, basic trig. functions, absolute value, and more!

TWO MEASURES, ALIKE OR DIFFERENT - CREATIVITY AND CRITICAL THINKING

Mary Meeker, Psychologist

Box D, Vida, OR 97488

No abstract available

U. S. HISTORY 1800 - 1850 THROUGH LITERATURE

Harrie Alley Walker, Mentor Teacher, H. A. Clover Middle School, Tracy, CA

P.O. Box 70274, Stockton, CA 95207

Come visit the past as you learn to apply some of Roger Taylor's curriculum ideas to an integrated U.S. History/Language Arts class. Voices from 1800 - 1850 speak. Meet Frances Trollope, Davey Crockett, and Fannie Kemble. Immerse yourself in a teenager's 1830 n- 1832 through the fictional diary of Catherine Hall in Joan W. Blos' A Gathering of Days. Handouts include:

- a bibliography of fiction, non-fiction, and reference works
- individual research projects to involve and challenge students
- ethical dilemmas to generate spirited discussion
- questions for initiating divergent thinking
- classroom management ideas to help transfer the approach to a different time period

USING INDEPENDENT STUDY FOR THE GIFTED

Lynn P. Hartzler, Ph.D., Consultant, California State Department of Education, and Associates
Roseann Chaney, Administrator, Irvine Unified School District, California Consortium for Independent Study Board Member
Sally Maxwell, San Diego County Office of Education, Home Education Program, Lead Teacher

Alternative Education Unit, State Department of Education, Sacramento, CA 94244-2720

This presentation will introduce educators and parents of gifted, talented and creative students of any age to Independent Study as an instructional strategy. It will provide and explain the legal basis in California and reveal multiple possibilities for the delivery of instruction for GATE students that is flexible and well adapted to the needs, interests and potential of students and teachers. Administrative and instructional factors will be covered for classroom, small group, and individual applications at various educational levels. On and off-campus approaches will be identified. The possibilities for accommodating parents will also be covered.

Experienced practitioners from a variety of school districts will amplify and elaborate various models and approaches, building on the legal and technical base provided by the State Department of Education Consultant. Time will be scheduled for answers to participants' questions. Printed reference and resource materials will be available for distribution to facilitate follow-up.

USING THE STATE CORE CURRICULUM AS THE BASIS TO DIFFERENTIATE CURRICULUM FOR THE GIFTED

Sandra Kaplan, ED.D.

10231-6 White Oak Ave., Northridge, CA 91324

Ways to establish and implement the relationship between the core curriculum defined by the State frameworks and the state and nationally-accepted principles of a differentiated curriculum for gifted students are the focus of this presentation. The process of aligning the state curricula with an appropriate curriculum for the gifted will include: selecting objectives that consist of basic or fundamental skills and expectations for productive thinking processes for the gifted, matching the instructional strategy to the objective, and translating mandated content into differentiated lessons of study.

The relationship between state mandates for all children and the demands of gifted students are not always parallel or mutually reinforcing. Rather than forcing teachers to select one type of curricular element over another, it is imperative that the basic or regular and differentiated curricula are perceived and made to fit together compatibly. Using the core curriculum stipulated by the state frameworks as a basis, the content, process, product, and affective elements that comprise a differentiated curriculum are extended from this core. Thus, the core curriculum for all children becomes the foundation for a differentiated curriculum for the gifted. The compatible relationship between the two curricula also encourages an educational environment more conducive to the co-existence of the gifted and non-gifted within the same instructional setting.

VIRTUOUS LEADERSHIP: SOCIETY AND CULTURE IN MID-EIGHTEENTH-CENTURY VIRGINIA

Kirk Ankeney, Teacher, Muirlands Jr. High School, San Diego Unified School District

1056 Nautilus St., La Jolla, CA 92037

The period between the bicentennial of the U.S. Constitution and the anniversary of the Bill of Rights represents a unique backdrop of opportunity for teachers to address issues central to understanding the notion of leadership in revolutionary America. By examining the lives and times of Virginia's "Great Generation", our students are able to assess the degree to which virtuous leadership--manifested in actions, attitudes, and public deeds--was an integral part of this nation's early history. Based upon experiences of the 1988 Stratford Hall-Monticello Seminar, the presentation includes handouts featuring primary source lesson strategies, student objectives, and bibliography; the session will conclude with a narrated audio-visual production about historic Virginia.

VISUAL THINKING: AN IMPORTANT PROCESS

Barbara Clark, Ed.D., California State University, Los Angeles

23523 Canzonet, Woodland Hills, CA 91367

As the complexity of human learning has begun to be understood, the necessity of using all of the major processes of the brain in the learning experience has become evident. One important process of thinking is visual and, if allowed, it strengthens and supports the verbal process more often used in schooling. There are currently few resources available on integrating the visual process into the curriculum. This session will explore the importance of visual thinking and demonstrate ways that its integration with the other major processes of the brain can be accomplished in the classroom. In addition to a brief overview of how the brain supports learning, some of the strategies in visual thinking that will be introduced are: creating relaxed attention, seeing by drawing, pattern seeking, analytic seeing, visual recall, imagining, and intuitive seeing. While all students will benefit from the use of such strategies, the gifted student uses these approaches more, needs guidance with skills they are already developing, and can use such skills in the pursuit of the creation of new information and insights.

"WELCOME TO THE GATE PROGRAM": A PARENT TO PARENT APPROACH TO EDUCATING PARENTS

Susie Wright, Chair, GATE Parent Advisory Committee
Patty Burningham, Parent
Elizabeth Johnson, Parent

3327 Calavo Dr., Spring Valley, CA 92078

"Welcome to the GATE Program" is an orientation for parents conducted by the La Mesa-Spring Valley GATE Parent Advisory Committee. In order to provide information to parents of newly identified students we conduct a welcome coffee hosted by parent members of our advisory committee.

The names of families new to the program are pulled from the district computer in September and invitations are mailed to the parents.

Out workshop session will be a reenactment of one of these sessions. Parents from different schools in our district will share information covering many aspects of GATE education.

A packet of information put together by our parents will be handed out. Included are reading lists, suggestions for parents and general program descriptions. A question and answer period offers a unique opportunity for parents to learn from other parents more experienced with the GATE program and how it impacts our children.

WHERE THERE'S AN ADVOCATE, THERE'S A PROGRAM

Virginia McQueen, GATE Resource Teacher, San Jose Unified School District
Dr. Jerome Kristel, Psychologist and Principal, San Jose Unified
Steve Hostettler, Teacher, Chico Unified School District
Evelyn Verosub, Parent, Davis School District

640 Easy St., Morgan Hill, CA 95037

No abstract available

THE WHOLEMIND WORKS: CREATIVE IDEAS FOR DOING IT ALL

Sue Miller Hurst, Author, Consultant, Wholemind Works Publishing Co.

1411 Mild Meadows Place, Encinitas, CA 92024

No abstract available

WIZARDS AND CARAVANS

Frank White, Teacher, Interact Co.

P.O. Box 997, Lakeside, CA 92040

Frank White, author of WIZARDS and CARAVANS for Interact, Inc., will discuss how simulations can be used to increase interest and improve performance in the areas of spelling, language arts, vocabulary enrichment and geography.

WIZARDS is a simulation game focusing on the area of language arts. Through interactive group work, students complete teacher-selected activities intended to reinforce specific language arts areas. WIZARDS can be used for vocabulary improvement in teacher-selected areas or as a method of improving spelling scores from the basic curriculum. Through highly motivated game and role playing, students enter the world of make believe as their interest is sparked to obtain a treasure of gold, rubies, and emeralds. Spelling tests allow them to progress through eight skill levels from Human to Wizard while evading flying dragons, Gotmes, orcs, and other "bad guys" who are out to impede their progress and/or steal their accumulated treasure.

CARAVANS uses a similar interactive simulation format as caravans are formed to comb the world for artifacts to be placed in Big Buck Billionolla's new museum. Completing teacher-selected activities that reinforce and teach basic geography facts and skills, Caravan "teams" race around the world in search of special museum items.

Both simulations rely on the game and role playing desire of kids to learn while having fun.

A collage of other useful classroom ideas will also be presented. The ideas, materials, addresses, and suggestions will be from across the curriculum from art and science to P.E. and reading. Several handouts will be provided. Grade level: 4-8.

WORLD LITERATURE - WORLD HISTORY, A NATURAL COMBINATION

Jan Coulsby, Humanities II Teacher, Valhalla High School
Claire Tremaine, Humanities II Teacher, Valhalla High School
Ruth Weiss, Humanities II Teacher, Valhalla High School

1725 Hillsdale Rd., El Cajon, CA 92019

The new social science framework mandates World History for all high school graduates. Novels, plays, poetry, short stories, and creative writing can all be used to complement and strengthen the gifted student's understanding of world events and philosophical movements. Literature can and should be used in conjuction with history to provide depth and enrichment. This session will present techniques, materials, and strategies to "make history come alive".

THE WORMS GO IN

Gail Alcorn, Teacher, Sierra Canyon School

11052 Independence, Chatsworth, CA 91311

This session will give practical suggestions for integrating the theme of "Plants and Seeds" (and the worms that help them grow) throughout the curriculum. Ideas will be presented in the areas of art; science -- how seeds grow into plants, the importance of worms in this process, and the change of seasons; social studies --how the children are growing and changing; language arts -- songs, poems, and stories with specific activities related to the whole language approach to teaching reading and writing; and math -- graphing, estimating, sorting, and classifying. Most of the activities were developed for use in a classroom with learning centers, but can be used in other situations as well.

There will be handouts available containing descriptions of specific activities, as well as a bibliography and a list of resources.

YOUTH AT RISK

Cindy Myers, Chair, Youth At-Risk Committee
Karen Hostettler, Youth At-Risk Committee
Steven Hostettler, Youth At-Risk Committee
JoAnne Viserta-Galinis, Youth At-Risk Committee

11918 Avon Way #101, Los Angeles, CA 90066

The Youth-at-Risk Committee is a fledgling. Plans are in the making; data collection is in process; articles are being read - all with the purpose of culling materials: articles to reprint, bibliographies for teachers, parents, and counselors; and information to help students.

Youth-at-Risk is the last name for each of our interest areas. Gifted-Talented is the middle name. First names include Eating Disorders, Alcoholism, Substance Abuse, Immigrants, Native Americans, Disappearing Girls, Suicide, Depression, Learning Disabilities, and Sexuality. If you share our interests, or have additional ones, the work is in process, and plans will be shared. Priorities are determined by willing participants. Come join us to share your ideas, concerns, and/or willingness to work with a subcommittee on a youth-at-risk population.

(Empowerment, self-esteem-acceptance, and HELP - a collection of hotline numbers and strategies for getting help - are in the works.)